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ABSTRACT

This document is a response to teachers' requests for practical assistance in implementing California's history-social science framework. The document offers stimulating ideas to enrich the teaching of history and social science, enliven instruction for every student, focus on essential topics, and help make learning more memorable. Experiences and contributions of ethnic groups and women in history are integrated in this course model. The framework is divided into 11 units: (1) Connecting with Past Learnings: Uncovering the Remote Past; (2) Connecting with Past Learnings: the Fall of Rome; (3) Growth of Islam; (4) African States in the Middle Ages and Early Modern Times; (5) Civilizations of the Americas; (6) China; (7) Japan; (8) Medieval Societies: Europe and Japan; (9) Europe During the Renaissance, the Reformation, and the Scientific Revolution; (10) Early Modern Europe: The Age of Exploration to the Enlightenment; and (11) Linking Past to Present. Six of the 11 units delineated in the framework's 7th grade course description are developed in these course models. All units follow the same format. Each begins with a rationale and overview. Ways are suggested for teachers to coordinate the model with the state-adopted textbook for 7th grade. A presentation of activities to introduce and continue the sample topic are suggested to encourage students to apply what they have studied through projects. Each unit ends with an extensive annotated list of sample resources. (DK)

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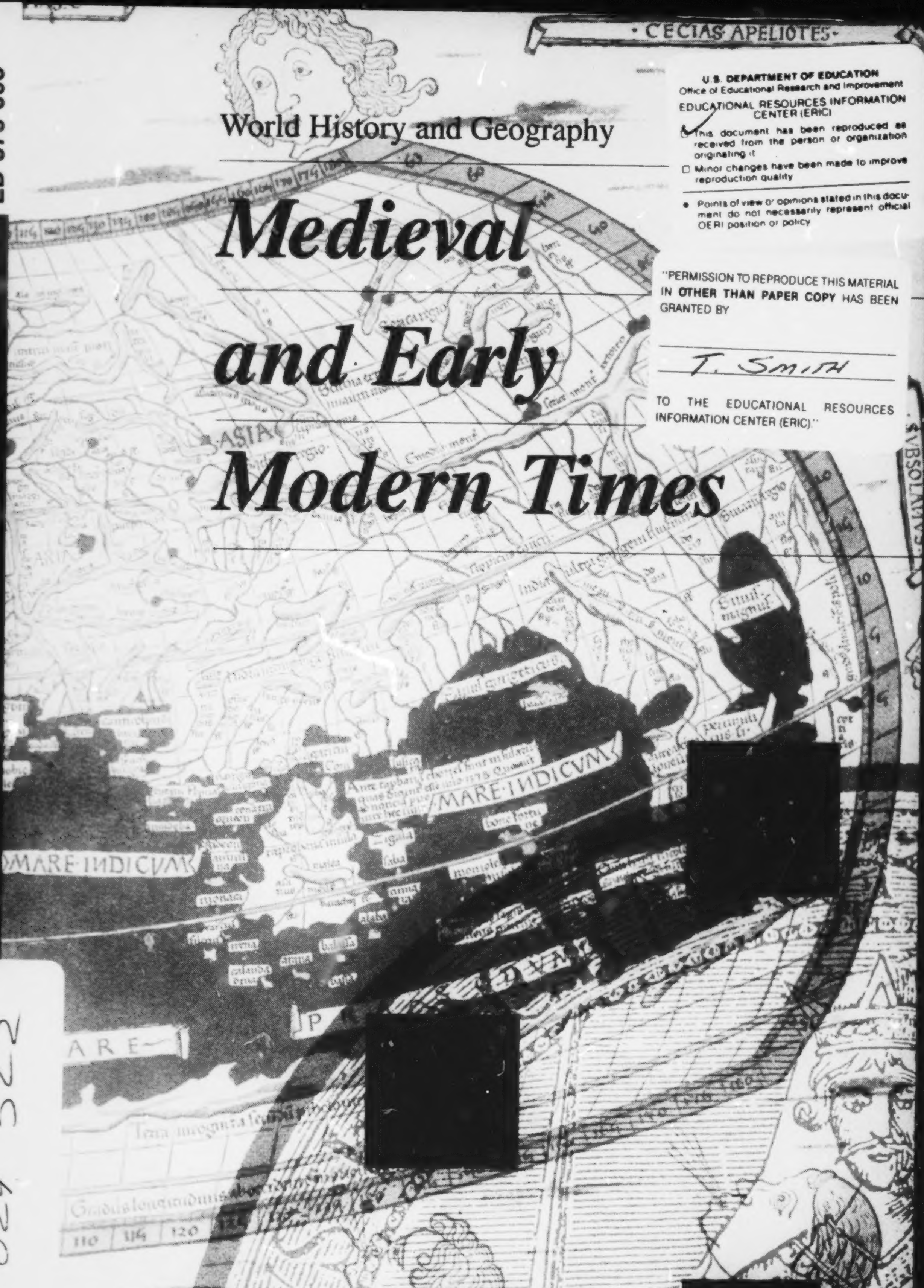
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World History and Geography

# Medieval and Early Modern Times

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COURSE MODELS FOR THE HISTORY–SOCIAL SCIENCE FRAMEWORK
GRADE 7

# World History and Geography: Medieval and Early Modern Times

# Publishing Information

*World History and Geography: Medieval and Early Modern Times* was developed by the History–Social Science and Visual and Performing Arts Office, California Department of Education, from material prepared by the History Project in California and the Connections Project (see Acknowledgments). It is the third volume, produced for grade seven, in the series title[illegible]*se Models for the History–Social Science Framework*. The document was edited for publication by Stephanie Prescott, working with the staff of the History–Social Science and Visual and Performing Arts Office. The series design was developed by Steve Yee. This volume was prepared for publication by Cheryl McDonald and Paul Lee, and it was typeset by Carey Johnson and Donna Varee Kurtz.

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Copies of the accompanying *Map Resource Packet: Course Models for the History–Social Science Framework, Grade Seven*, are available for $2.50 each, plus sales tax for California residents.

A partial list of other educational resources available from the Department appears at the back of this publication. In addition, an illustrated *Publications Catalog* describing all of the educational resources available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Unit at (916) 445-1260.

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# Foreword

In his essay titled "Historical Literature and Democratic Education," John Anthony Scott discusses the importance of teachers' using a variety of materials and strategies to deepen students' understanding and enjoyment of history. A founding member of the National Council for History Education, Scott worked with teachers throughout the 1970s to seek out viable resources to broaden students' knowledge and increase interest in history and historical thinking. Primary sources, literature, songs, and technology were a few of the resources Scott and his colleagues sought for their students. "Such narratives . . . enrich [history] with the sound of not one but many voices. . . . The teacher and the writer . . . share a common aim: to fire the student's imagination as he or she contemplates struggles that have unfolded in the past."[1]

A coherent narrative provides an essential "spine" for an organized study of history. Although significant headway is being made to improve the quality of history textbooks and other instructional resources, today's teachers are still faced with bewildering challenges and questions: What additional resources are useful? How can we find them, or even identify them? What strategies help bring these resources to life in ways that are beneficial for students?

Similar concerns are raised by teachers and curriculum specialists whenever conferences or workshops are held about the widely acclaimed *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* (1988). Participants respond enthusiastically to the reform effort in history–social science instruction and to the *Framework*. At the same time, their evaluations of professional development activities include strong pleas for textbooks, other instructional materials, and intense professional training to support implementation of the *Framework*.

Several responses have been provided to the questions and needs that educators have expressed. For example, history–social science textbooks were adopted in 1990 for kindergarten through grade eight. Some software publishers are pursuing the development of history–social science programs which are interactive, provide access to varied resources, and allow opportunities to use and create databases, maps, and time lines. The California History–Social

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[1] "Historical Literature and Democratic Education." Occasional paper, p. 3, National Council for History Education, Inc., 26915 Westwood Road, Suite B-2, Westlake, OH 44145-4656, telephone: (216) 835-1776.

Science Project has been initiated. This statewide staff development project is funded through Senate Bill 1882 and modeled after the successful California Writing Project and the California Mathematics Project. Regional summer institutes at ten university sites, with follow-up activities held during the year, began in 1991.

This publication, *Course Models for the History–Social Science Framework, Grade Seven—World History and Geography: Medieval and Early Modern Times*, is another response to teachers' requests for practical assistance in implementing the *History–Social Science Framework*. The third in a series of grade-level publications, it follows the general format and approach first established with *Course Models for the History–Social Science Framework, Grade Five—United States History and Geography: Making a New Nation* (1991). The remainder of the series, one volume for each grade level, is scheduled for publication between 1994 and 1996. School administrators, curriculum specialists, librarians, and teachers may choose from and build on the wide range of resources listed, which are illustrated with a variety of instructional strategies. Appropriate resources and strategies can be used in local and regional staff development programs. The series will also be useful to institutions of higher education for use in their teacher education programs.

This new volume in the *Course Models* series offers stimulating ideas to enrich the teaching of history–social science, enliven instruction for every student, focus on essential topics, and help make learning more memorable. It should be a valuable resource to California's teachers and curriculum specialists and to those educators nationwide who are using the *History–Social Science Framework for California Public Schools*.

*Acting State Superintendent of Public Instruction*

# Preface

Educators across the state have applauded the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve.* With their positive reception have come many requests for supporting materials, in addition to traditional textbooks, that will provide opportunities for teachers and students to explore topics in greater depth and apply a variety of instructional and learning strategies. This publication, *COURSE MODELS FOR THE HISTORY–SOCIAL SCIENCE FRAMEWORK, GRADE SEVEN—World History and Geography: Medieval and Early Modern Times,* was prepared in response to those requests. It is the third in a series of grade-level publications.

Development of the course models for grade seven began in the summer of 1989 when 63 teachers of kindergarten through grade twelve, participants in the History Project in California, convened at the University of California, Los Angeles. Funded by ESEA, Chapter 2, the institute brought together teachers who were selected from a large number of exemplary candidates; among the selection criteria were successful teaching experience, creativity in instruction, knowledge of history–social science, and their peers' respect for their potential as trainers. We extend our appreciation to the County/State Steering Committee of the California Association of County School Superintendents and to professional organizations for their roles in helping to select outstanding teacher representatives.

The institute's participants worked in grade-level groups. The grade seven team, whose efforts resulted in much of the content of this document, brought personal resources to this endeavor, applied the findings of the institute's researchers, and identified resources beyond textbooks. Their work was supported by the institute's directors and facilitators, academic scholars, master teachers, and curricular specialists.

Participants also developed content-appropriate teaching strategies to make these resources relevant for students. Resources and strategies were then field-tested by the teachers and their peers and refined when the teachers and scholars met the following spring. Each participant involved colleagues in his or her school and district extensively in the field testing.

The resources in this document have been enhanced with ideas from the Connections Project, a cooperative venture between San Francisco State University and the Career–Vocational

Education Division, California Department of Education. As the *Framework* recommends, experiences and contributions of ethnic groups and women in history are integrated in this course model, and they will be integrated in subsequent models as well.

We extend particular appreciation for the conceptualization of the summer institute and follow-up to Patricia Taylor of the Center for Academic Interinstitutional Programs (CAIP). She served as the institute's codirector with Francie Alexander and Diane Brooks. Special gratitude is extended to Paul Gagnon, who contributed significantly to the development of the course models as resident scholar and academic editor. Warmest appreciation is also extended to Ellen M. Santora, former teacher and social studies department chair, Crittenden Middle School, Whisman Elementary School District, for extensive contributions during the preparation of this document. This publication would not have been possible without the review, additions of current materials, and selection of illustrations provided by staff in the History–Social Science and Visual and Performing Arts Office: Rodney Atkinson, Ira Clark, Eva Fong, and Patty Taylor.

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# *Introduction to the Course Models*

Course Models for the History–Social Science Framework, Grade Seven—*World History and Geography: Medieval and Early Modern Times* is a resource designed to assist teachers in implementing the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve.* The purpose of these models is to support implementation of the *Framework* at the local level; they are not intended to be viewed as a mandated slate of activities or procedures. In addition to serving as a resource for teachers and other developers of curricula, the models may also be used to plan topics and select resources for professional development.

Course models represent a step between the *Framework*'s course descriptions and lesson plans. The models suggest substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. They serve as examples of activities from which teachers can design lessons to suit the needs and interests of their students. Teachers will need to prioritize topics and develop activities carefully, gauging the time necessary to convey essential learnings to students.

The course and unit titles in the course models match those in the *Framework*. Essential topics for teaching the units described in the *Framework* are identified, and approximate instructional times are suggested. Each unit includes an annotated list of sample resources, including literature, primary sources, arts, and educational technology.

Six of the eleven units delineated in the *Framework*'s seventh grade course description are developed in these course models. The writers selected one or more topics within these units and then outlined instructional practices that offer both breadth and depth, including varied activities, pertinent resources, ideas for curriculum-embedded assessment, strategies for use with Chapter 1 students,[1] and correlation of topics with other subject areas. From these suggested practices, teachers may select ideas to work into their own lesson plans.

---

[1] Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981. Chapter 1 funds are used to provide special educational assistance to students because of social, cultural, linguistic, or academic disadvantages.

## Format

**A**ll units follow the same format. Each begins with a rationale and overview ("Significance of the Topic"); in the next section, ways are suggested for teachers to coordinate the model with the state-adopted textbook for seventh grade, *Across the Centuries* (Houghton Mifflin, 1991). Specific chapters or portions of chapters in the textbook that are applicable to the unit are cited. There follows a presentation of activities to introduce the sample topic ("Beginning the Topic") and to continue it ("Developing the Topic"). In the next section ("Culminating the Topic") activities are suggested that encourage students to apply what they have studied through projects that demand deeper thought and better preparation than might otherwise be required. "Activities for Other Topics" includes activities that relate to topics other than the sample topic. This section is followed by one showing the correlation of history with other subjects and class periods (e.g., visual and performing arts and English–language arts).

Wherever paragraphs are numbered, a specific sequence of activities is being suggested; other activities that teachers can consider are found in unnumbered paragraphs that are set off by separating lines.

Each unit ends with an extensive, annotated list of sample resources, including books, articles, primary sources, art prints, music, and educational technology. Resources considered essential to the topic are marked with double asterisks (**); those deemed important or especially notable, with a single asterisk (*). Activities that are particularly effective for Chapter 1 students and for curriculum-embedded assessment are included throughout the models.

Appendixes to certain units include helpful background readings for teachers or materials supplementing activities for the sample topic. For each of the developed units, however, appendixes focusing on geography are a regular feature. The geographic background, concepts, and lists of key place names aid teachers in strengthening the geography strand of the curriculum.

A set of 24 maps has been specially developed to accompany this publication. Some support specific activities suggested in the course models; others have more general uses. They are compiled in *Map Resource Packet: Course Models for the History–Social Science Framework, Grade Seven.* (See "Publishing Information" on reverse of title page for purchasing information.)

The flexible nature of the course models allows teachers to select, adapt, substitute, and restructure instructional ideas to suit the needs of their students.

The lists of resources are not exhaustive; teachers should rely as well on any additional materials they have identified that address the *Framework*.

## Resources

The term *resources* as used throughout the models includes primary sources, literature (both nonfiction and fiction), background information, supplementary readings, art prints, plays, song collections, educational technology, and other types of materials for both students and teachers. Resources specifically intended for teachers' use are also cited, such as lesson materials produced by the National Center for History in the Schools.[2] In many cases, a unit's listings of resources relate directly to suggested activities in the unit; in other cases, a listed resource suggests ideas for further development of topics in the unit.

The course models also demonstrate the broad perspectives that are essential to help students develop a clear understanding of historical events, including their causes and their consequences. To this end, resources and lesson ideas from the Connections Project are included, highlighting the lives of women and men in various ethnic groups and the ways in which they made history.

The teacher-writers considered the resources cited to be especially valuable when they field-tested the materials and have made every effort to identify those resources that are currently available. Titles known to have been out of print when this document went to press have been so indicated; they are listed for the sake of teachers and librarians who may have access to copies. If a publisher has deleted a title or if it is unavailable from local sources, a suitable substitution may need to be found. Librarians, curricular resource personnel, and colleagues can be very helpful, as can visits to schools, universities, public libraries, museums, historical societies, and bookstores.

Some of the resources listed in the course models appear in the *Framework* or in *Literature for History–Social Science, Kindergarten Through Grade Eight* (1991); others are new citations. The *Model Curriculum Guide for History–Social Science, Kindergarten Through Grade Eight* (1992) offers an extensive array of additional topics, questions, activities, and exemplars linking together the *Framework*'s strands and course descriptions; these may be used in conjunction with this document for curricular development.[3] Instructional strategies and field-tested practices appropriate for Chapter 1 students are highlighted in *With History–Social Science for All: Access for Every Student* (1992). These three documents are vital "idea sources" that can be used to extend the course models when local curriculum and lesson plans are being planned.

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[2] National Center for History in the Schools, Moore Hall 231, 405 Hilgard Avenue, University of California, Los Angeles, CA 90024-1521.

[3] Copies of the *Model Curriculum Guide for History–Social Science, Kindergarten Through Grade Eight* are available from the Office of the Kern County Superintendent of Schools, 5801 Sundale Avenue, Bakersfield, CA 93309-2924, Attention: Gina Davis.

Over the centuries the arts have reflected virtually every aspect of human experience and are important resources for enriching instruction in history–social science. Dance, drama, music, and the visual arts are rich evocations of human thought, activities, aspirations, and beliefs. For this reason, the arts are a vital means of enriching history–social science and should be integrated into the year's study. In instances when arts activities are less directly related to historical topics, these activities may be conducted during other class periods.

In response to the initiation of the *Course Models* series, some companies have begun to design resources specifically relating to each of the *Framework*'s units for seventh grade. Both Sandak and The University Prints, for example, offer series of art prints or slides selected for correlation with the seventh grade course models. Interested teachers are referred to the "Visual and Performing Arts Resources" sections in each unit for purchasing information.

The types of questions applied to primary source material also may be applied to many dances, plays, songs, and art prints. For example:

- What is the purpose of the work or the point of view expressed?
- Was the creator trying to accurately reflect historical detail, to comment, to convey the emotional impact of a particular time and place, to romanticize an event or era?
- Under what circumstances did a song or dance develop?
- What have people regarded to be worth singing about?
- What musical works from the past are still enjoyed by audiences today? What attitudes and knowledge must new audiences have in order to appreciate them?
- If students are enacting plays about historical or legendary figures, such as the Heike or Joan of Arc, what emotion or conviction must be conveyed when speaking the lines?
- What were the social purposes of medieval and early modern theater? What political or cultural insights did audiences gain from plays?
- How might clothing or manners of a particular era dictate the way students should move or behave when performing a dance or enacting a historical scene?

The arts offer important windows on the past and demonstrate how history, geography, and culture continually affect each other. A well-developed arts curriculum across all grades is essential if dance, drama, music, and the visual arts are to become integral parts of a rich core curriculum.

## Appropriate Strategies

Effective teaching involves the thoughtful coordination of content and strategy. The *History–Social Science Framework* encourages "a variety of content-appropriate teaching methods that engage students actively in the learning process." (See the *Framework*, pages 7 and 8.) The course models support this recommendation by offering a variety of strategies appropriate to the suggested resources. These strategies encompass written and oral reports; engaging homework; collaborative research; readers' theater or other forms of dramatization; mapmaking and interpretation; journals; student-developed newspapers and posters; art scanning; storytelling; varied uses of biographies, legends, poetry, and historical fiction; time lines; think-pair-share activities; open-ended questions; "grand conversations"; "lively lectures"; use of community resources for purposes of examining oral and genealogical history; computer programs; and comparison charts. Strategies should be selected by considering what is to be learned, which strategy is most effective in cultivating learning, and how much time is needed. While writers of the course models acknowledge the importance of students' motivation, most of the suggested activities focus on helping teachers achieve an in-depth study of sample topics. Teachers should plan these activities carefully, taking care to provide ample opportunities for students' reading, writing, listening, and speaking.

The use of varied resources, called resource-based instruction, has proved to be successful in schools whose library and media centers offer a broad, rich collection of materials: indexed magazines, newspapers, art prints, art collections on laser disks, geography software, literature (fiction and nonfiction of various genres), and other kinds of resources. In this type of instruction, the media center is seen as an extension of the classroom. The center is staffed by a credentialed library media teacher who acts as a teaching partner, planning curriculum and instruction with the classroom teacher, actively coaching and assessing students' work in the media center, and matching resources to students' needs, based on the curriculum to be taught.

Such an approach offers opportunities for a thoughtful, well-developed implementation of the *History–Social*

*Science Framework.* The course models provide topics, instructional anecdotes, and extensive resources that form a basis for such collaborative development. For example, the history–social science teacher can identify specific topics for collaborative preparation and presentation; together, teaching partners can adapt the sample activities to suit available resources, students' needs, and the time allotted for the topic.

The California History–Social Science Project offers a vital opportunity for both classroom teachers and library media teachers. Through involvement in the Project's summer institutes and follow-up activities, teachers can broaden their understanding of history–social science, become part of the Project's growing network of teachers, and study with historians and other scholars. Such experiences and contacts strengthen teachers' abilities and fortify the quality of collaborative efforts at school sites. Interested teachers are referred to "The Importance of Teachers' Professional Reading," which appears later in this introduction.

## Meeting the Needs of All Students

Teaching history–social science requires instructional strategies that meet a wide range of needs. Some students may have low basic skills or may not see how the study of history is relevant to their lives. Some have low literacy levels, may be limited-English or non-English speakers, may have had fewer experiences in the community or through travel, or may have had fewer literary experiences. Other students may come from very different educational systems or may have had little formal education. Still others possess literacy and ability levels well beyond their grade levels. Addressing this variety of needs while teaching the content outlined in the *History–Social Science Framework* is a challenge, since this rich curriculum is essential for all students.

To assist the teacher in planning for all students, suggestions made throughout the course models help to address a variety of special needs. Several strategies are suggested, such as prereading with Chapter 1 students; doing projects in small, heterogeneous, cooperative groups to assist special education students; and using visuals, graphic representations, and other nonprint resources for limited-English-proficient students. There are also many research projects, supplemental readings, and activities that extend classroom work for students in the gifted and talented programs; for bilingual students, participating in an academically rich curriculum is a critical factor in gaining language mastery.

Teachers and curriculum planners are encouraged to read *With History–Social Science for All: Access for Every Student* and the *Bilingual Education Handbook*, both available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, (916) 445-1260. These publications promote the philosophy that students in Chapter 1 and other compensatory education and categorical programs are best taught within the regular classroom. In the first of these two publications, six access strategies are described and exemplified by classroom applications at various grade levels, from kindergarten through grade twelve: enriching history through literature; connecting history with other learnings; connecting history to personal experience; adapting to different learning styles; integrating social participation skills in the curriculum; and linking students to their communities. The examples and philosophy presented in the second publication reiterate the importance of all students having access to the core curriculum, regardless of the delivery system being used.

As part of an ongoing, evolving project, the California Department of Education's Clearinghouse for Specialized Media has begun to transcribe student resources cited in these course models, making materials accessible for visually impaired, hearing impaired, and learning-disabled students. Teachers interested in locating resources in specialized media (e.g., braille, large print, and oral media) may contact the Clearinghouse at (916) 445-5103.

Teachers of gifted and high-achieving students attest to the effectiveness of using a variety of strategies to foster students' interest or success in history–social science classes. For example, it is helpful if advanced students are allowed to substitute a more challenging assignment for a less challenging one. Some whole-class assignments can be developed to offer all students a variety of roles or activities, some requiring more time or effort than others. Periodically, the teacher can structure the class so that students who need additional time for a particular activity are clustered (working with the teacher, aide, or independently) and students who are ready to move on to something new are clustered to work on a more challenging activity. Social rewards, such as the opportunity to spend extra time with the teacher, a mentor, or other students or the chance to share work with the class, are also beneficial for gifted students.

While research shows that tutoring can be beneficial for both the tutor and the student being tutored, this strategy can be overused. Sometimes student tutors mistakenly conclude that since they have mastered a certain content, there is nothing left to learn. Instructional programs need to be planned so that all students continually strive to improve their achievement.

Those who work with our educationally advantaged or disadvantaged students attest to the fact that collegial cooperation and communication are keys to success. Beyond such issues as the processes for developing and sharing student information and records, parent conferencing, and grading, the issue of lesson modification is especially germane to the use of the course models. Both classroom and specialist teachers will find many anecdotes and examples in the course models that can be adapted to students' needs. Some strategies may be modified to suit individualized learning plans; others are adaptable to collaborative teaching situations. It is suggested that classroom teachers share with specialists those topics from the course models that they believe are most vital and, therefore, most essential for collaborative modification.

## Homework and "World-Class Learning"

**R**esearch confirms that the amount of time students spend on homework each week is a major factor in how much they learn. Mastering academic material is no different from mastering sports or chess, activities in which well-coached efforts show handsome benefits. Factors that contribute to students' achievement through homework include clear school guidelines; coaching sessions on how to study independently; communication with the home regarding assignments; encouragement, support, and, at times, involvement by parents; and goals set by students. As educator Herbert J. Walberg has observed, "World-class learning will require more study time."[4]

Variety in homework assignments is a key factor in maintaining students' interest and ensuring learning. For example, if Tuesday night's assignment focused on researching and writing on a particular topic, Wednesday night's might consist of independent reading and family discussion related to it. The assignment for Thursday could entail reading a textbook, and, for the weekend, preparation for Monday's collaborative activity might be assigned. Lesson plans should include a variety of opportunities for students to apply the knowledge they have gained from doing homework. Even spending a short time reviewing assignments or having students write short summaries in class can reinforce the importance of both the assignments and students' accountability. Many activities suggested in this publication are flexible enough to be reworked as homework assignments.

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[4] Herbert J. Walberg, "Does Homework Help?" *Network News and Views*. Washington, D.C.: Educational Excellence Network (March, 1991), pp. 78–79.

Having students read good books is also a valuable type of homework. Biographies, poetry, folklore, well-founded historical fiction, and primary source readings can be engrossing for students, whether the readings are assigned by teachers or selected by students themselves. Outside reading should be an ongoing characteristic of the study of history. Teachers may assign a variety of reading material, including primary source readings for critical thinking and "hands on" access to the actual works or actions of historical figures; core, extended, or recreational literature; or supplements to a textbook.

Researchers are advising that, as long as assignments are reasonable and well developed, more homework is beneficial to students. Teachers are in the best position to balance the amount of homework in history they assign to their students with homework assigned in other subject areas.

## The Importance of Teachers' Professional Reading

The curricula described in the *History–Social Science Framework* for sixth and seventh grades bring new challenges. The deeper focus on world civilizations, ancient to early modern, has led to the need for more background knowledge or refresher courses for teachers in order to strengthen instruction. Teachers are encouraged to increase their knowledge through extension courses in world history and geography given by universities and colleges. Professional institutes, such as those conducted by the California History–Social Science Project, (310) 206-5031; the California Geographic Alliances, (818) 992-0359 or (916) 898-5285; and the California International Studies Project, (415) 725-1494; also can be beneficial.

Although many districts provide time for teachers' professional development and planning and provide instructional materials, a comparatively inexpensive form of development is sometimes overlooked: teachers' own reading and study.

Collegial reading circles in schools, in districts, and at county or regional levels can be invigorating because they provide opportunities for mutual discovery and the exchange of ideas and questions. Some teachers enjoy a biweekly session, one or two hours in length, devoted to the discussion of a particular work being read by participants. History books and literature that are related to the course units can offer exciting reading when accompanied by lively discussion.[5]

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[5] Teachers interested in forming study groups are referred to the article "Study Groups Foster Schoolwide Learning," *Educational Leadership*, the Journal of the Association for Supervision and Curriculum Development, Vol. 50, No. 3 (November, 1992). For information about copies, write to Bell and Howell, Old Mansfield Road, Wooster, OH 44691-9050.

Four books in particular are recommended for teachers and can be used for collegial or independent reading. *World Civilizations: The Global Experience*, by Peter N. Stearns, Michael Adas, and Stuart B. Schwartz (HarperCollins, 1992), is available as a one-volume, hardbound text, or as a paperbound, two-volume set. The first volume focuses on early eras up to A.D. 1750, and the second on A.D. 1450 to the present. William H. McNeill's *The Rise of the West* (University of Chicago Press, 1991), also available in paperback, is a comprehensive narrative history that is remarkable for its breadth and depiction. Often used as a college textbook, *The Heritage of World Civilizations* (second edition), by Albert M. Craig and others (Macmillan, college division, 1990), encompasses a broad panorama of chronology, and copies may be shared among sixth, seventh, and tenth grade teachers over two or three years. *The Democracy Reader: Classical and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide* (HarperCollins, 1992) is a rich compendium of materials that support the *Framework*'s emphasis on democratic education. Edited by Diane Ravitch and Abigail Thernstrom, the book reproduces and annotates many pieces that can be used, in part or whole, in classrooms.

Indispensable books for teachers interested in learning how history, philosophical ideas, world views, and the fine arts relate are *Arts, Ideas and Civilization* (second edition), by Jack A. Hobbs and Robert L. Duncan (Englewood Cliffs, N.J.: Prentice Hall, 1992); and *The Creative Impulse: An Introduction to the Arts* (second edition), by Dennis J. Sporre (Englewood Cliffs, N.J.: Prentice Hall, 1990). Both books contain many examples from all the arts, though the authors confine their focus to Western cultures. The chronological treatment in each one simplifies the coordination of history topics. They are useful in grades six and ten as well.

When read and discussed in some depth, all of these works offer immeasurable support and inspiration for teachers whose desire to learn is at the center of their professional lives.

## *Unit I*

# *Connecting with Past Learnings: Uncovering the Remote Past*

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(See page 62 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 5 class periods

| **Topics in Unit I:** | **Suggested Time:** |
|---|---|
| ■ Time detectives: How we know about the past<br>• How archaeologists study ancient times<br>• How historians study later times | 3 class periods |
| ■ How discoveries and theories change our perceptions of the past | 2 class periods |

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

Berrill, Margaret. *Mummies, Masks and Mourners: Time Detectives.* New York: Dutton, Lodestar, 1989. Covering over 9,000 years of history, this book shows how archaeologists study different burial sites, from the Egyptian pyramids to Arlington National Cemetery.

**Calliope: World History for Young People.* Peterborough, N.H.: Cobblestone Publishing. Published five times during the school year, this magazine can be a helpful resource for students and teachers of world history. Such issues as "Shoguns and Samurai" (C301) and "Great Explorers to the East" (C009) complement different units of the seventh grade course. Subscription information is available by telephoning (603) 924-7209.

Cork, Barbara, and Struan Reid. *The Young Scientist Book of Archaeology.* London: Usborne, 1984. Through both text and illustrations, this colorful and enjoyable book provides detailed descriptions of the archaeological process.

Deetz, James. *Invitation to Archaeology.* Garden City, N.Y.: The Natural History Press, 1967. A compact primer in the methods of archaeology, this book can serve as a resource for both teachers and students.

*Dig 2: A Simulation in Archaeology.* Lakeside, Calif.: Interaction Publishers, n.d. This simulation kit introduces students to an archaeological dig through the "hands-on" creation and excavation of artifacts that would reveal an unknown culture.

**Faces: The Magazine About People.* Peterborough, N.H.: Cobblestone Publishing. This magazine is published nine times a year and can be a helpful resource for teachers and students. The September 1993 issue, for example, focused on the Moche of Peru and was illustrated with pictures of archaeological discoveries. Teachers interested in subscribing may contact the publisher at (603) 924-7209 for further information.

Garnett, Henry. *Treasures of Yesterday: The Story of Archaeology.* Garden City, N.Y.: The Natural History Press, 1964. By exploring the work of archaeologists through the data they have uncovered, this young people's edition tells much of the story of ancient Greece, Egypt, and Israel.

Glubock, Shirley. *Art and Archaeology.* New York: Harper and Row, 1966. Black-and-white photographs of artifacts and architectural remains and accompanying text take the reader through the most significant archaeological finds of the ancient world.

Grier, Katherine. *Discover: Investigate the Mysteries of History with Forty Practical Projects Probing Our Past.* Royal Ontario Museum, 1990. The concepts and procedures of the archaeologist are demystified for students through an array of projects that make use of everyday objects.

Hackwell, W. John. *Digging to the Past: Excavations in Ancient Lands.* New York: Scribner's, 1986. Watercolors and drawings tell the story of the archaeologist's work in this book written for the young reader.

*Hammond Past Worlds: The Times Atlas of Archaeology.* Maplewood, N.J.: Hammond, 1988. This is an archaeological reconstruction of human history that incorporates hundreds of maps, illustrations, photographs, and meticulous reconstructions of ancient sites. The atlas examines the well-documented classical civilizations as well as those of the nomads of the Steppes, the Yucatan, and the abandoned cities of the Andes.

*Hidden Treasures of the Sea. BOOKS FOR WORLD EXPLORERS.* Washington, D.C.: National Geographic Society, 1988. This book provides a well-illustrated introduction to the world of marine archaeology.

*James, Carollyn. *Digging Up the Past: The Story of an Archaeological Adventure.* New York: Franklin Watts, 1990. Two boys unearth artifacts of an old native American campsite and a nineteenth-century farm. They learn how to map a site, systematically gather and catalog artifacts, conduct historical research, and store findings. The author has cleverly joined a contemporary story with historical and archaeological methods. Either excerpts of this comparatively brief book or the entire book may be shared with students.

Kanowski, Maxwell. *Old Bones: Unlocking Archaeological Secrets. LONGMAN ORIGIN* series. White Plains, N.Y.: Longman, 1991. This student book focuses on archaeological information gleaned from recent excavations and what it reveals about the lives and deaths of human beings and animals.

Mead, Margaret. *Anthropology: A Human Science.* Princeton, N.J.: D. Van Ostrand, 1957. Now available in paperback, this volume focuses on the methods used by anthropologists in studying a variety of cultures.

Meyer, Karl F. *The Pleasures of Archaeology: An Invitation and a Guide to the Splendors of the Past.* New York: Atheneum, 1970. Written by a journalist, this book is an introduction to the arts and lives of ancient peoples. The author adopts the style of a travelogue: He visits sites under study and interviews

## Coordination with State-Adopted Textbook

**Chapter 1 of *Across the Centuries* (pages 1–23) complements the *History–Social Science Framework* course description for this unit.**

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the scholars and archaeologists working there. Among those civilizations discussed are France in the Ice Age; ancient Egypt, Greece, Rome, Mexico, and Peru; and medieval England. The book is often available through libraries.

*Quest for the Past.* Edited by Borling Kindersley. New York: Reader's Digest, 1984. This student book provides answers to some riddles of history. Stories and illustrations aid students in understanding ancient art and technology, strange practices, unusual holidays, and more. The book is divided into four sections: "Early Man," "The Ancient World," "The Classical World," and "The Medieval World."

Robbins, Maurice, and Mary B. Irving. *The Amateur Archaeologist's Handbook* (Third edition). Cambridge, Mass.: Harper and Row, 1981. This handbook, useful for students and teachers, was designed to help the amateur keep abreast of developments in archaeology. Included in this edition are recently uncovered data about the early cultures of America, information about the advances in dating finds (racemization dating). The text offers a step-by-step process on how to find and excavate an archaeological site.

Rollin, Sue, M. A. *The Illustrated Atlas of Archaeology.* New York: Warwick Press, 1982. Wonderfully illustrated with photographs, maps, and drawings, this young people's edition describes both the methods of the archaeologist and the ancient sites where archaeology has played a dominant role in recovering the past.

Roop, Peter, and Connie Roop. *Stonehenge. Opposing Viewpoints* series. San Diego, Calif.: Greenhaven Press, 1989. Many theories have been posited about the origin and purpose of Stonehenge. The authors explore these theories in ways most seventh graders can understand.

Seymour, Peter. *Discovering Our Past.* New York: Macmillan, 1987. This book shows how archaeologists have discovered clues that help us re-create and learn about past civilizations.

Steffens, Bradley. *Photography: Preserving the Past.* San Diego: Greenhaven Press, 1991. The significance of photography in fostering our knowledge of world history, now and in the future, is the focus of this student resource.

*Time Capsule: An Interaction Unit Preserving a Record of Today's Culture for the Next Generation's Discovery and Analysis.* Lakeside, Calif.: Interaction Publications, 1978. Students select artifacts of their own culture and bury them in a time capsule. Items are collected, tagged, packed, and buried, to be dug up by a future social studies class.

"Vanished Civilizations," *Calliope, World History for Young People* (May/June, 1992). This issue of the student magazine focuses on the beliefs and customs of the Minoans of Crete (Mediterranean), the Etruscans of Etruria (Italy), the Khmer of Angkor (Cambodia), and the Anasazi of Colorado (United States). The article "Digging Up the Past" describes the role of an amateur archaeologist and identifies resources for uncovering secrets of the past.

## *Unit II*

# *Connecting with Past Learnings: The Fall of Rome*

(See pages 62–63 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 5 class periods

| **Topics in Unit II:** | **Suggested Time:** |
|---|---|
| ■ Review of Caesar Augustus and his impact on Roman institutions | 1 class period |
| ■ Geography of the Roman Empire at its height and at its fall | 1 class period |
| ■ How and why Rome declined and fell | 1 class period |
| ■ The contributions of Roman civilization, particularly in law, language, and technology; the transmission of Christian religion to the West; a comparison of the Stoic view of civic duties with that of contemporary American society; and a comparison of Roman public works, architecture, and technology with those of the contemporary United States | 2 class periods |

# Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

*Adams, Charles. *For Good and Evil: The Impact of Taxes on the Course of Civilization.* New York: Madison Books, 1993. Teachers of world history will find this historical account of taxation enlightening and provocative. Adams is perhaps the first historian to write a book on taxation as a key factor in world events. "Taxes are the fuel that makes civilization run," the author writes, "but how we tax and spend determines to a large extent whether we are prosperous or poor, free or enslaved, and most importantly good or evil." The chapters in parts III and VI are especially germane to the entire seventh grade course, although single chapters on the Fall of Rome and Cortés also should be studied.

*The Anchor Atlas of World History.* New York: Doubleday, 1990. This two-volume atlas is a handy teachers' resource of maps and text that can supplement textbooks and other resources. On page 92 of volume 1 are diagrams of the structure of the Roman republic. The work is useful in more than one unit and at more than one grade level. Large bookstores often carry this atlas in their history sections.

**Aurelius, Marcus. "Meditations," in *Sources of Western Tradition.* Edited by Marvin Perry. Boston: Houghton Mifflin, 1987. Emperor Marcus Aurelius Antonius was the last of the great Roman Stoics, and his interpretation of Stoic philosophy is one of the most important records on the subject. The work is easily excerpted for use in the classroom. Various inexpensive paperback editions of the meditations are also available through bookstores.

Barrett, Don; Trevor Bryce; and Max Kanowski. *A Map of the Ancient World.* LONGMAN ANCIENT HISTORY series. White Plains, N.Y.: Longman, 1991. This student resource contains 48 units on the chronological history of ancient western Asia, Egypt, Greece, and Rome. Easy-to-read maps and primary sources with topics for discussion are included.

*Bingham, Marjorie, and Susan Hill Gross. *Women in Ancient Greece and Rome.* St. Louis Park, Minn.: Glenhurst Publications, 1983. This supplementary text has a number of reading selections from primary sources related to the role of women in ancient Rome. The last two chapters deal with the decline and fall of Rome.

*Brun, Henry. *Global Studies.* New York: Amsco School Publications, 1988. This paperback for students is good for its short, yet informative descriptions of key events in world history, including the decline and fall of Rome.

Cairns, Trevor. *The Romans and Their Empire.* London: Cambridge Books, 1984. The spectrum of Roman history is covered in this supplementary book. It is best used as a student resource for independent or group research, though written at a somewhat advanced level for seventh grade. See the author's *Barbarians, Christians and Muslims* also.

*Cohen, Daniel. *Ancient Rome.* New York: Doubleday Books for Young Readers, Delacourt, 1992. Striking illustrations and brief, topical texts make this a useful student resource. The last ten pages of the book are pertinent to this unit.

*Coupe, Sheena, and Barbara Scanlan. *Threads of Time: Junior World History, 400–1750.* Melbourne, Australia: Longman, 1985. The authors provide a concise but informative presentation on the Fall of Rome. This material is quite accessible to seventh graders. Since Longman also publishes in the United States, its books published abroad are easily obtained.

*Empires Ascendant, 400 B.C.–A.D. 200.* TIMEFRAME series. Alexandria, Va.: Time-Life Books, 1987. Chapter 2, "The Grandeur of Imperial Rome," foreshadows the decline of Rome. The illustrations add a great deal to students' appreciation of Roman culture. See also chapter 2 in *Empire Besieged, A.D. 200–600* in the same series; it describes the decline of Rome through its civil wars, the resurfacing of its power under the leadership of Diocletian and Constantine, and, finally, the empire's fall to the barbarian tribes.

Gibbon, Edward. *Decline and Fall of the Roman Empire.* Various editions and dates. Gibbon's classic work depicts the empire during its declining years. Unillustrated editions are available in paperback.

## Coordination with State-Adopted Textbook

**Chapter 2 of *Across the Centuries* (pages 26–47) covers the Fall of Rome. The *History–Social Science Framework* stresses the importance of the lasting contributions of Roman civilization, as outlined in the fourth topic for this unit. Teachers will need to draw from additional materials for an in-depth study of these topics.**

**Chapter 2 of *Across the Centuries* also discusses Sassanid Persia, Gupta India, Han China, and Byzantium, which may be added to the unit for a broader overview.**

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Gregory of Tours. "The History of the Franks," in *Heritage of Western Civilization*. Edited by John Louis Beatty and Oliver A. Johnson. Englewood Cliffs, N.J.: Prentice-Hall, 1971, pp. 253–65. Gregory's manuscript, which has been widely used by students of Gallo-Roman society, depicts both the violence and the piety of the age. The selection included in this source book contains a description of Clovis's conversion.

*A History of Rome from Its Origins to 529* A.D. *as Told by the Roman Historians*. Edited by Moses Hadas. Garden City, N.Y.: Doubleday Anchor, 1956. This history of Rome is told through primary source materials that have been spliced together with transitions by the editor. The book is currently out of print.

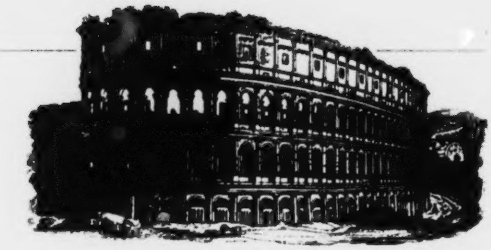
"Imperial Regimentation: The Theodosian Code," from *The Theodosian Code and Novels and the Sermondian Constitutions*. Translated by Clyde Pharr. In *The Middle Ages: Sources of Medieval History* (Third edition), Vol.1. Compiled by Brian Tierney. New York: Alfred A. Knopf, 1978, pp. 6–8. This excerpt shows how Theodosius tried to correct many of Rome's ills—the immediate as well as the long-standing, more fundamental problems.

Jerome, Saint. "The Fate of Rome," in *Sources of Western Tradition*. Edited by Marvin Perry. Boston: Houghton Mifflin, 1987. This letter is written by Saint Jerome at a critical moment in history: The Visigoths have just accepted a huge ransom to end their siege of Rome. See also the "Corpus iuris civilis," by Justinian; "The Governance of God," by Salvian; and "Epistles," by Seneca in the same book.

Juvenal. "From the *Third Satire*," in *Culture and Values: A Survey of the Western Humanities*. Edited by Lawrence Cunningham and John Reich. New York: Holt, Rinehart and Winston, 1982, pp. 235–236. This humanities text contains primary sources as well as a narrative history. Juvenal's *Third Satire* is found in chapter 5.

Killingray, Margaret. *Constantine*. St. Paul, Minn.: Greenhaven Press, 1980. This biography, written for students, is presented in booklet form. Excerpts from several primary sources are included at the end of the booklet.

*Kirk, Russell. *The Roots of American Order* (Third edition). Washington, D.C.: Regnery Gateway, 1992. An excellent source of background information for teachers, this book



chronicles the ideas throughout world history that are reflected in the political and ethical order of the United States. Parts of chapters 4 and 5 apply to this unit. For ordering information, call (800) 426-6420.

Marcellinus, Ammianus. "Faults of the Roman People," excerpted from *Rerum gestarum libri qui supersunt.* Translated by John C. Rolfe. In *The Middle Ages: Sources of Medieval History* (Third edition), Vol. 1. Compiled by Brian Tierney. New York: Alfred A. Knopf, 1978, pp. 3–6. From the perspective of one who continued to adhere to the old Roman religion, Marcellinus characterizes the behavior of both the nobility and the commoners.

Marcellinus, Ammianus. "The Huns," in *Readings in Medieval and Early Modern History. Voices of the Past* series. Edited by James Hanscom, Leon Hellerman, and Ronald Posner. New York: Macmillan, 1967, pp. 2–4. This source book contains a collection of primary source materials, most of them related to a later period. The selection cited, however, is appropriate for this unit.

Petronius. "Eat, Drink, and Be Merry," in *Satyricon. The Loeb Classical Library,* Vol. 15. Translated by M. Heseltine. Cambridge, Mass.: Harvard University Press, n.d. Petronius presents evidence that, though Roman leaders paid lip service to the old virtues, in their personal lives they were often selfish, frivolous, and ostentatious.

*The Roman Empire and Its Civilization.* Chicago: EAV, 1983. This 83-minute color videotape examines the founding of the Roman republic, its expansion, its transformation into an empire, and its decline and fall. The video also traces the rise of Christianity and Rome's lasting achievements in law, language, and architecture. This program is also available in a combined filmstrip and audiocassette format. These materials are available from social studies supply houses.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, are available from this source, including *The Return of the Body of Meleager to Kalydon,* from a Roman sarcophagus of the late Severan period.

Tacitus. "The *Germania* of Tacitus," excerpted from *The Agricola and Germany.* Translated by A. J. Church and W. J. Brodribb. In *The Middle Ages: Sources of Medieval History* (Third edition), Vol.1. Compiled by Brian Tierney. New York: Alfred A. Knopf, 1978, pp. 34–43. Tacitus wrote *Germania* on the geography and mores of the Germans in order to contrast their ways with those of the Romans. He wanted to see Rome return to the days of the republic.

Ugo, Enrico Paoli. "The People of Rome," in *Rome: Its People, Life and Customs.* Translated and edited by R. D. Macnaghten. London: Longmans, Green

and Co., 1964. This article describes the noisy, confusing, crowded atmosphere of the city of Rome during the days of the empire's decline.

Wilken, Robert L. *The Christians as the Romans Saw Them.* New Haven, Conn.: Yale University Press, 1984. In this study for students and teachers, the author attempts to clarify the origins of Christianity through the eyes of Pliny the younger, the physician-philosopher Galen, the Greek philosopher Celsus, the philosopher Porphyry, and the emperor Julian the Apostate. In the process, he discusses the lives and times of these figures.

## Unit III

# Growth of Islam

(See page 63 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 23 class periods

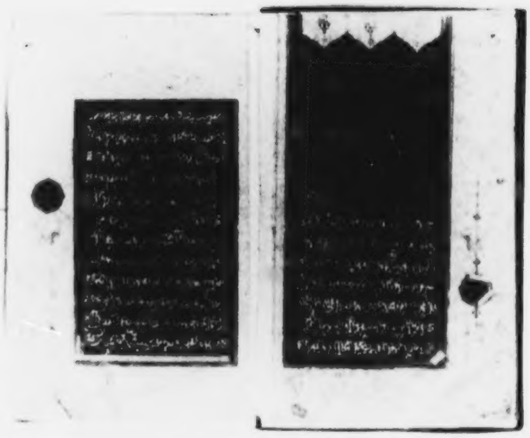
| **Topics in Unit III:** | **Suggested Time:** |
|---|---|
| ■ Establishing time and place<br>• Geography of the ancient Middle East<br>• Geographic and economic significance of early trade routes | 3 class periods |
| ■ Unification of the region<br>• Muhammad and his teachings; Islamic beliefs and selections from the Qur'an (Koran)<br>• Rise, spread, basic tenets of Islam<br>• Islamic way of life; code of justice and rule of law; the unifying effect of language and religion | 7 class periods |
| ■ Rise and spread of Arab power through Spain, southern Italy, Iran, and central Asia; the spread of Islam to India and southeastern Asia<br>• Significance of trade routes linking Asia and Europe, A.D. 636–651; Baghdad as a cultural and economic center<br>• Treatment of "People of the Book" in the Islamic world; slavery<br>• Roles of women<br>• Cultural center of Córdoba<br>• Influence of Greek rationalism<br>• Islamic scholarship, its diversity and influence<br>• Important poetry, literature, art, architecture; also, works famous in the West (for example, *The Thousand and One Nights,* the *Rubaiyat by* Omar Khayyam); Persian influences | 8 class periods |

| | |
|---|---|
| ■ Spread of Islam to Turkey; the Ottoman Empire<br>• Conquest and expansion; geographic limitations<br>• Social structure, including treatment of conquered peoples<br>• Political system and legal code<br>• Capitals of the Islamic world | 4 class periods |
| ■ How geographic conditions facilitated widespread expansion and continuity of Islamic culture | 1 class period |

| **Sample Topic:** | **Suggested Time for Topic:** |
|---|---|
| Geography and trade, with focus on the establishment of Baghdad as a trade center (combines aspects of the first and third topics) | 4 class periods |

## Uses and Significance of the Topic

Islamic civilization encompasses numerous peoples, religions, languages, regions, and races. Developed by Arabs and Persians, with a legacy from pre-Arab and pre-Islamic cultures, Islamic civilization also incorporates ideas from India and other lands. Its basic methods of herding, agriculture, city building, and commerce derive from ancient river valley civilizations. The imperial organization of the caliphate, which came from its Arab past, owed much to Persian and Byzantine predecessors; its monotheistic religion, preceded by Judaism and Christianity, likewise came from Arabia. Islam's philosophic and artistic values, set in the ancient past, were carried over, modified, and melded to form uniquely Islamic aesthetic and ideological principles. This amalgamation of Middle Eastern civilizations, glazed with some Hellenistic influences, took on an identity that was distinctly Islamic. Thus, the civilization known as Islam is the result of the interactions of religion, language, conquest, and trade. As historians have



*Illuminated manuscript pages.* The Asian Art Museum of San Francisco, The Avery Brundage Collection (B76 and D12). Reprinted by permission.

noted, the term *Islam* may denote either the religion or the civilization (equivalent in usage to Christianity and Christendom).

The Qur'an, Sunna (including the Five Pillars of Islam), Hadith, and Sharia provide a common ground and a sense of unity for all Muslim people, regardless of tribal or national connections. The Qur'an reinforces Allah's insistence on unity in statements such as "The believers are but a single brotherhood." This belief helps us to understand how and why scattered, disharmonious tribes were able, over the course of 100 years, to agree on a common interest and create an empire that would eventually stretch from Spain in the west, across North Africa, east to India, north along the eastern end of the Mediterranean and, later during the Ottoman Empire, into Europe as far as Vienna. That these conquests were made is an impressive historical phenomenon; it is even more noteworthy that the faith of Islam and Islamic ideas established themselves permanently, far outlasting the control of the conquering empires.

Islam was spread in a more peace-

## Coordination with State-Adopted Textbook

**Chapters 3 and 4 of *Across the Centuries* (pages 48 through 103) coordinate with the "Growth of Islam" unit described in the *History–Social Science Framework.***

**Lesson 2 of chapter 7 (pages 170–177) deals specifically with the Ottoman Empire (the fourth topic for this unit). Other lessons in the chapter focus on the Mongol Empire and the Mughal Empire (pages 162–168 and 178–187, respectively). Studies of the Mongol and Ottoman empires are relevant to the fourth topic in this unit, which focuses on the spread of Islam. Teachers may want to conduct overviews of the Mughal empire following the study of the Ottomans.**

**The lesson on the Mongols is suggested for later use in Unit VI, since the *Framework* recommends studying the Mongol Ascendancy in connection with the study of China.**

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able fashion along the trade routes plied by Arab caravans and vessels. Cities developed and grew, some in the carefully planned manner of Baghdad, a few in the imitative style of Córdoba, and others in somewhat haphazard fashion. People's lives changed, and the influence and territories of the old tribal hierarchies were adjusted to suit the growing number of craftspeople and merchants needed to support the trade. Cities grew and accommodated change as more and more room was needed for markets, temporary quarters for traveling merchants, and permanent housing for artisans and other workers. Cities became divided into various quarters, with members of ethnic or tribal groups settling together in their own sections. Markets were generally organized by crafts or types of products available. Where one worked was largely determined by one's trade and/or land of birth. The architecture and landscape of cities were not so much determined by plan as by need—as market stalls encroached, narrow streets became still narrower.

Ideas were exchanged as people from different areas gathered to buy, sell, study, create, build, or produce. It was also in these cities that the great intellectual and philosophical ideas of the past—of ancient Greece, the Hellenistic Empire, the Roman Empire, and the Byzantine Empire—were disseminated and developed. Such sayings of Muhammad as "Seek knowledge even in China" and "Seek knowledge from the cradle to the grave" spurred the Muslim quest for scholarship. From this mixture a new civilization surged. There was Islamic literature, with its Persian roots; Islamic architecture, with its touches of ancient Babylonian, Byzantine, Persian, and Roman elements; a religion influenced by those of the monotheistic Hebrews and Christians; and science and medicine based on the rational traditions of the ancient Greeks, the Hellenistic Alexandrians, and the pragmatic Indians.

As contacts with western Europeans occurred, products were exchanged, new markets were opened, and trade was developed. With the flow of goods, there ensued a flow of ideas and sharing of the benefits of achievement. Ideas spread to other regions via pilgrims, travelers, crusaders, and traders, thereby fueling the European Renaissance in literature and art, the revolution in scientific thinking, and the political enlightenment.

Teachers are referred to pages 233–238 in *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* (see "General Resources"), which pinpoint vital topics for the unit and give an overview of historical developments that can be helpful to teachers.

# Presentation and Activities

A

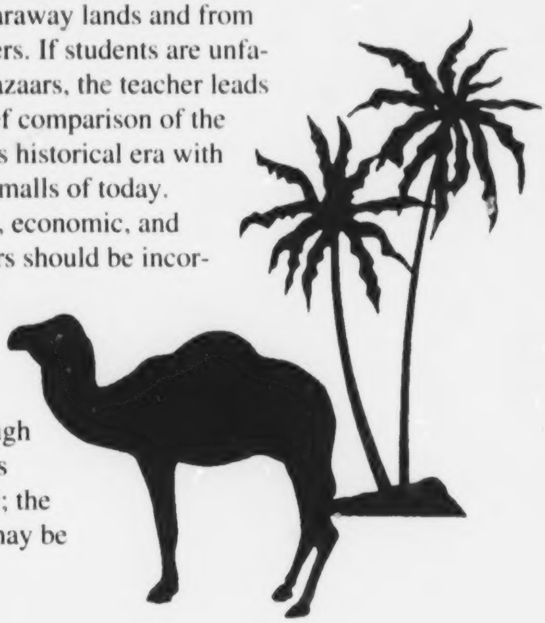
## Beginning the Topic

Before beginning these activities, students should understand the natural environment of Arabia. This section highlights the events leading up to the establishment of Baghdad, which is addressed in "Developing the Topic."

Early in Unit III students learn of the Bedouins, whose seasonal travels played an important role in the spread of ideas along trade routes, and consider how trade routes came to be established. The class quickly brainstorms a list of these elements or items necessary for human survival. One of these is water. Where do desert-dwelling people get their water? Later, after students have studied the first Arabs, student partners develop responses to such questions as the following: Why would oases become trading centers? What sequence of events shows how human needs resulted in the establishment of the first Arabian towns? How are these events similar to or different from the establishment of the students' community?

On copies of regional maps, students draw the trade routes that were most important in the region around A.D. 570. The teacher points out that these same land and sea routes continue to be important today. What forms of transportation that did not exist in A.D. 570 are used to service the region now? Students examine a present-day map showing modern roads, railroads, and airport cities. Are there any similarities between earlier cities, routes, and roads and modern ones?

The word *bazaar,* which is Persian, not Arabic, is used generically in the West to describe a large, open-air market with numerous small shops. In the original bazaars, vendors sold goods from faraway lands and from Arabian centers. If students are unfamiliar with bazaars, the teacher leads them in a brief comparison of the bazaars of this historical era with the shopping malls of today. Geographical, economic, and cultural factors should be incorporated. This activity does not constitute a major learning, though many students find it helpful; the comparison may be



limited to only a few minutes of class time. Figure III-1 is an example of a chart that might be produced.

Students need to understand that, as trade developed over the centuries, time-distance relationships were even more crucial than they are now: Spoilage, scarcity, and mere survival were critical concerns of caravan life because the pace of travel was slow and seasonal (see the Qur'an, Surah 106). How long would it take goods to reach Damascus from Aden if caravans traveled at an average rate of 30–40 miles per daylight hour? The map and scale on page 53 of *Across the Centuries* is helpful to students making this computation. Students should trace the route on a map as well. What kinds of food or other provisions might endure such a journey? What perils would need to be anticipated?

***Figure III-1***

**Bazaars and Shopping Malls: A Comparison**

| *Bazaars of long ago* | *Shopping malls of today* |
|---|---|
| **Open air; canopies or arcades** | **Mostly indoors; stucco walls or partitions** |
| **Goods and merchants from many parts of the world, transported by caravan** | **Goods from many parts of the world, transported by airplanes or trucks; local clerks** |
| **Handmade items** | **Mostly machine-made, mass-produced items** |
| **Small businesses; merchant often his own boss** | **"Chain" stores; ownership often not local; mostly franchised** |
| **Barter, bargaining; some fixed prices** | **Fixed prices** |
| **Shouts, chants for hawking wares** | **Media used for advertising** |

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B

## Developing the Topic

The activities described in this section are intended to be conducted after students have studied the Abbasid rebellion, just prior to studying the golden age of Islam.

1. If you were going to start a city, what would you look for in selecting a location? Students informally share responses to this question, explaining the reasons for their decisions. This discussion leads to more challenging questions posed by the teacher.

   Go back in time now. Imagine that you are a leader of the Abbasids in about A.D. 750. Your people have been victorious in their rebellion against the Umayyads. In fact, you control a great mass of land. You are looking for a place that will be the Abbasid capital—the center for the power of the caliph. You have two options: You could establish your palace at one of the cities existing within your domain, or you could start a completely new city. Where would you establish the Abbasid capital? What are the reasons for your decision? Students meet in threes to develop answers to the questions, which have been written on the chalkboard.

   To complete this activity, students refer to a transparency shown on the overhead projector. The transparency lists random facts that they may or may not use in arriving at their decisions (see Figure III-2). On the chalkboard have been listed some of the cities already established in the world at this time—several of them within the Abbasid Empire, a few outside it:

   Aleppa
   Antioch
   Calicut
   Damascus
   Kufa
   Medina
   Alexandria
   Basra
   Constantinople
   Jerusalem
   Mecca
   Mosul

   Students are encouraged to refer to the lists and to any other accessible resources in making their decisions. Such factors as trade and transportation should be kept in mind, and students should use maps in locating cities listed on the chalkboard.

   The teacher monitors students' work, giving direction as necessary. The activity is limited to ten minutes. During the following five

*Figure III-2*

# Where Should the Abbasid Capital Be?

**Some geographic factors:**

- **The camel is suited to travel across deserts.**
- **Caravans have been used for centuries.**
- **The Mediterranean Sea is open to vessels from anywhere along its coast.**
- **The Red Sea, the Indian Ocean, and the Mediterranean Sea are commonly sailed by Arabs.**
- **A canal connects the Red Sea and the Nile River, although it is sometimes too full of silt to be navigable.**
- **A network of canals connects the Tigris and Euphrates rivers.**
- **The Silk Road has been in use for several centuries.**

minutes or so, reporters share their responses to the questions; the teacher records the responses on the chalkboard.

After all groups have shared, the teacher leads students in considering how important a role geography played in their decisions. Were economic and cultural reasons important as well?

2. The teacher explains that geographic, economic, cultural, and military factors all played a part in the real decision made by the Caliph al-Mansur, who ruled from 754 to 775. From a transparency the teacher projects al-Mansur's words, as recorded by the Abbasid historian al-Tabari (839–923):

> It is an excellent military camp. . . . [H]ere is the Tigris to put us in touch with lands as far as China and bring us all that the seas yield as well as the food products of Mesopotamia, Armenia and their environs. Then there is the Euphrates to carry us all that Syria, al-Raggah and adjacent lands have to offer.[1]

A second reading points out the most vital factors in al-Mansur's mind: protection or defense, transportation, access to the sea, availability of water, access to food from fertile regions, and trade with other lands. Defense and military strength were essential because the Abbasid Empire comprised different factions that had united only because they opposed a common enemy: the Umayyads. The other factors were essential for human survival and the creation of wealth, which would lead to what today might be called a "high standard of living."

3. But what was the name of the new capital? If *Across the Centuries* is being used, students may refer to two maps, on pages 53 and 87. Using the first map, "Arab Trade Routes, A.D. 570," students locate the city of Ctesiphon, near the center of the map. This city had

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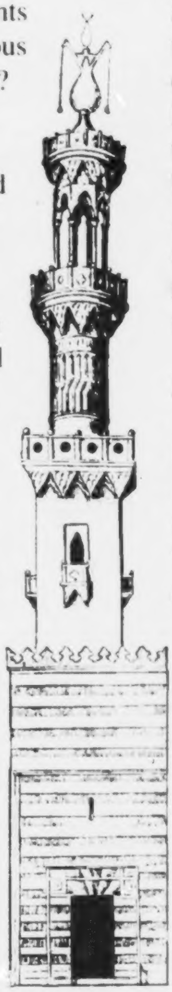
[1] See Philip K. Hitti, *The Arabs: A Short History*. Washington, D.C.: Regnery Gateway, 1985, pp. 107–108.

been a capital of the Sassanid Persians, whom the Arabs had defeated in 642. Students look for Ctesiphon on the second map; what city seems to have replaced Ctesiphon?

With the revelation that Baghdad became the name of the new capital, the teacher asks students if they have heard of this famous city. If so, in what connection? On the map, Baghdad seems simply to have replaced Ctesiphon. However, Baghdad had been a military camp and village before it became the site of an entirely new city; it was built some miles from the ruins of the old Persian capital that was later immortalized by the Abbasid poet al-Mutanabbi. (Some materials from Ctesiphon's ruins were used in building Baghdad.) Students use the map on page 87 of *Across the Centuries* to confirm al-Mansur's appraisal of Ctesiphon's geographic advantages.



4. Students may turn to page 85 of their textbooks. The narrative is read aloud, by students, through the top of page 87. (The insets—"Baghdad: A City in the Round" and "Understanding Empire"—are read at a later time.) If teachers prefer, they may produce a handout of essential background knowledge instead of using book sources for this phase of the lesson.

During the reading, students note any factors that support or add to the reasons already given to explain al-Mansur's selection of Baghdad's site. Mesopotamia's tax revenues and agricultural bounty, the region's support of the Abbasid family, and the power shift away from Arabian governmental officials in Kufa and Basra may be cited by students.

5. But why build an entirely new city? Were there not other cities that were already wealthy and well protected and that had access to water, food, and other goods? The old capital of Damascus, for example, was abandoned because it was a center of Umayyad sympathies. Historian Albert Hourani alludes to other reasons to explain why the caliphs undertook the vast project of founding a new center. He suggests that the new city would become a symbol of the power and position of the caliphs and would allow ca-

liphs to distance themselves from the people they ruled and surround themselves with splendor. Caliphs would be seen as prestigious and alluring, increasing the respect in which they were held and clearly defining their power. (See pages 33–34 of Hourani's *A History of the Arab Peoples*, listed in the "Resources for the Sample Topic.")

The construction of Baghdad itself demonstrates this view. In the inset on page 85 of *Across the Centuries*, students may see that the "round city" included the palace, barracks, and offices; markets and commoners' residences were outside the central city.

For closure, the teacher poses the following question to students: Why was Baghdad's location ideal for trade? Students write out their recollections from the lesson. For homework, they check, revise, and extend their answers to this question. In addition, students also study a homework reading on the new capital of Baghdad and list five events that contributed to Baghdad's rise to importance as a city. They also explain how the trade at Baghdad "brought the world together." These assignments are written on a handout for students' reference.

6. To correlate with language arts class, students should read one or more of the tales of Sindbad (also known as Sinbad or Sindibad) that feature Baghdad, the caliphate, and trade. (Teachers are referred to "Extended and Correlated Activities" for background information and suggestions.) Although the Sindbad stories were written down much later than the period being studied, some folklorists believe that some of the stories originated, at least in part, in actual reports of voyages made by Muslim merchants during Baghdad's great days. For one example, see page 15 of *Fabled Cities, Princes and Jinn from Arabic Myths and Legends* by Khairat al-Saleh, listed in the "General Resources."

7. The next day the teacher or a student leads the class in pooling a list of factors that helped bring Baghdad to a position of importance in the world. Students should share a variety of ideas: revenues from taxes, examples of public works and improvements, precious goods from the empire that were traded in Baghdad, development of a banking system, and uniform coinage. These innovations created a wealth that permitted upper classes to spend

money for fine buildings, diversions, and entertainment, generating more trade on both local and international levels.

The teacher explains to students that Baghdad's rise is all the more extraordinary because it became a world center within 50 years of its founding. One hundred thousand builders, designers, and craftsmen built the entire city in four years. By the time of the fifth caliph, Harun al-Rashid (ca. 786–809), Baghdad represented one of the most sophisticated and advanced cultures of the world; it was far more sophisticated than European cities of that time.

The class period continues with the activity described in the next section.

C

## Culminating the Topic

The Islamic trade centers ultimately helped to link Asia, Africa, and Europe in dynamic networks of trade, interdependence, and the exchange of ideas, stories, and information. By the thirteenth and fourteenth centuries, sea and land routes were the means of thriving contacts between peoples of various parts of the world. Ships and camels were used commonly for journeys of long distances; donkeys were used for some short trips. Wheel transportation was little used in the Arab world and in nearby lands.

In her book *Before European Hegemony: The World System, A.D., 1250–1350,* Janet L. Abu-Lughod outlines eight interconnected circuits of trade that are believed to have linked Asia, Africa, and Europe. Few cities at this time conducted direct business with each other; exchange occurred via a series of trade networks. The map in Figure III-3 shows the rough shape of these networks and the key cities they served. Each region shown was replete with its own pattern of "merchant paths." (Abu-Lughod's idea of a hegemonous world system of trade is not accepted by all scholars, but there is sufficient evidence that the interactive trade networks suggested by the map actually existed.)

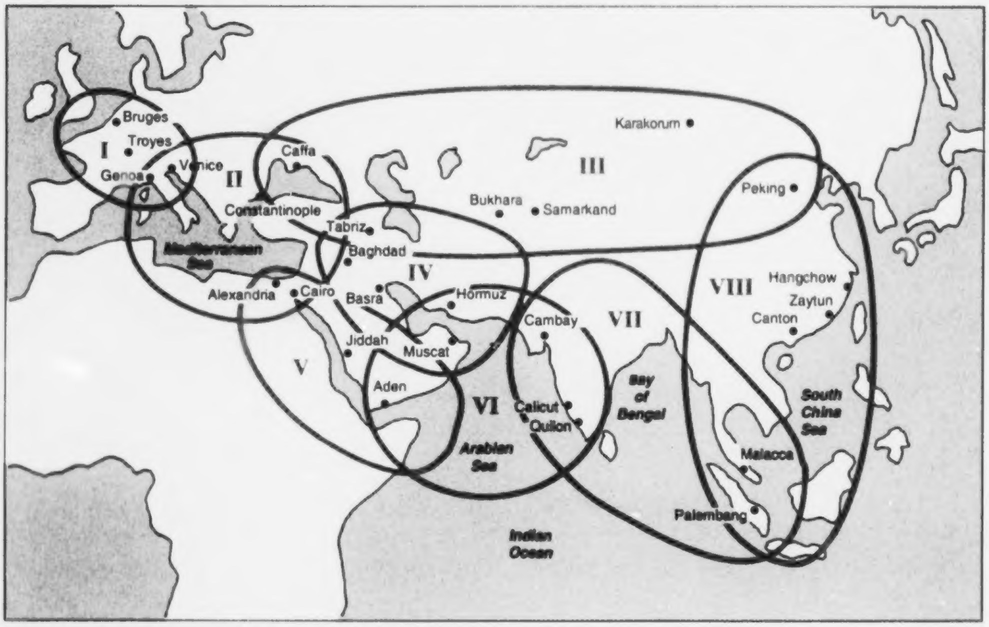
One can see from this map how textiles from Bruges might reach Baghdad, for example, or how Chinese silks could come to be sold in Muskat. The map is only a partial indication of world trade, however. Spain, Germany, Baltic Russia, sub-Saharan Africa, and other places had developed additional circuits of trade.

The map and explanation aid students in understanding how trade networks allowed international exchange; how particular goods were transported from one place to another; and how cities shown within circuits became vital junction points. Given the hardships and potential pitfalls involved, students will also understand how remarkable it was that long-distance trade thrived successfully. The teacher will need to explain to students that the eight circuits shown incorporated most of the population of the Eurasian land mass; peripheral regions were sparsely populated.

*Figure III-3*

**A Network of International Trade**

**circa 1250**


Bruges
Troyes
I
Genoa
Venice
II
Caffa
Constantinople
Mediterranean Sea
Alexandria
Cairo
Tabriz
Baghdad
IV
Basra
Hormuz
Jiddah
Muscat
V
Aden
VI
Arabian Sea
Bukhara
Samarkand
III
Karakorum
Peking
Cambay
VII
Calicut
Quilon
Bay of Bengal
VIII
Hangchow
Zaytun
Canton
South China Sea
Malacca
Palembang
Indian Ocean

This map outlines the approximate shapes of the eight circuits composing a world system of trade around 1250. The dominant cities are indicated as well. Reprinted, by permission, from Janet L. Abu-Lughod's *Before European Hegemony: The World System, A.D. 1250–1350*, pp. 33–34. Copyright © 1989 by Oxford University Press, Inc., New York.

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1. For the culminating activity, copies of the chart and map are distributed to small groups of students. Without giving any explanation of the map's meaning, the teacher has students view the transparency "The Wharves of Baghdad" (Figure III-4) and develop an explanation or interpretation of the map. After a minute or so, ideas are shared and the teacher explains the map more completely.

   Small groups then are assigned one of the nations listed in Figure III-4. They explain how goods from this nation would have been transported within the world system. For example, students describe how silk goods might get from Hangchow to Genoa by being traded in each circuit along the way, or how Arabian perfume found its way to Caffa or Calicut. What cities might serve as junctions along the way? Would the goods be transported by sea or by land? How would the goods be packed? Once the best route has been determined, students should refer to physical maps of the region. What potential pitfalls, such as difficult terrain and climate, must be taken into consideration? How did the trade circuits help spread news, beliefs, ideas, gossip, ways of living, the latest jokes, and other information? The questions are listed on a chart and posted in the room for easy reference. At the completion of this activity, which should be limited to no more than 15 minutes, reporters for each group share conclusions with the class.

2. The remaining studies devoted to Baghdad of this era should focus on the cultural splendor (and costliness) of the Abbasid Empire, especially during its golden age from A.D. 800 to 1000, and the reasons for the empire's decline. The *Cambridge History of Arabic Literature* (see "Resources for the Sample Topic") is recommended to teachers for background information pertaining to science, law, biographies, mathematics, and astronomy. *The Arabs: In the Golden*

*Figure III-4*

# The Wharves of Baghdad

## A Sampler of Goods Traded and Their Sources

**circa 800–1250**

Despite fluctuating political fortunes, Baghdad remained an important trading center for many years. Exports from Islamic lands included foodstuffs that for many years had been unknown in the Western world (for example, sugar and coffee).

*Russia and Scandinavia*

- furs
- amber
- ivory
- swords
- honey
- wax
- slaves*

*Spain*

- leather

*Byzantium*

- drugs
- trinkets
- slaves
- colored glass

*Africa*

- slaves*
- gold

*Iraq*

- paper
- dates

*Arabia*

- perfumes
- leather
- fabrics, textiles
- metal mirrors
- pearls
- glass beads
- other jewelry

*India*

- rubies
- minerals
- silver
- sandalwood
- coconuts
- ebony
- dyes
- spices (e.g., saffron, cinnamon, ginger)
- pepper
- licorice

*Afghanistan and Central Asia*

- fabrics
- lapis lazuli
- rubies
- slaves*

*China*

- silk
- ink
- peacocks
- porcelain
- musk
- saddles
- spices
- paper

*Syria*

- glass
- fruits
- metalware

*Persia*

- silk, other fabrics
- vegetables
- perfumes
- textiles

*Egypt*

- linen
- grain
- rice

*Europe*

- English wool
- textiles

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*Students should note that some human beings were treated as "goods" (slaves) and that slaves were of different ethnicities.

*Age* (PEOPLES OF THE PAST series), by Mokhtar Moktefi, is a good reference for students. (See "Resources for the Sample Topic.")

## Activities for Other Topics

The following two activities are important in helping students better grasp the political and cultural makeup of the parts of the world they will be studying throughout the seventh grade. Both involve mapmaking skills as well as history. In introducing these activities, teachers will find that historical atlases such as *Earth History* or those published by Rand McNally are helpful resources for themselves and their students.

1. Much of the history studied during the seventh grade course involves religion and the geographic concept of diffusion. At the beginning of this unit, students are provided with outline maps showing Europe, North Africa, the Middle East, India, China, and Japan. Drawing on their knowledge of ancient history, students show on the maps the diffusion of religious ideas throughout these regions in about A.D. 600 (just prior to the establishment of Islam by Muhammad). Each student's map should have a legend that corresponds to the spread of Hinduism, Buddhism, and Christianity. Why would it be difficult to indicate Judaism on a map of this time period? Islam is added after Unit III. Later in the year, students may add to these maps to show other religions, such as Shintoism in Japan (Unit VII).

2. During the study of Unit II ("Connecting with Past Learnings: The Fall of Rome"), students may have completed an outline map showing the geopolitical control by Rome of lands around the Mediterranean Sea. Roman boundaries will have been indicated on the map, as well as pertinent areas of the Middle East, North Africa, and the Iberian Peninsula. These maps are kept for use during Unit III.

As students prepare to study the Islamic empire, the teacher explains that they will be adding to their maps, showing phases of Arab conquest throughout similar portions of the world. At appropriate points throughout the study, students sketch hatch lines on their maps to show the expansion of the Islamic Empire. Four series of color-coded hatch lines may be used to show the extent of conquests by the year 661, by 632, by

656, and by 715. With each phase, students are to explain what geographic conditions encouraged or facilitated the political expansion. Historical, economic, social, and cultural reasons may be added in marginal narratives and discussed by the whole class. After this discussion, students write brief narratives, which are attached to the lower or side margins of the maps.

Other possible dates to highlight include 750 (Abbasid conquests over the Umayyads) and 1258 (fall of Baghdad to the Mongols). Later, students might add maps of 1566 (end of the reign of Suleyman) and of the present, showing the countries with predominantly Islamic populations today.

Maps may be kept in students' portfolios for an end-of-year culminating activity.

The diffusion of ideas and knowledge through trade, travel, military conquest, and other factors had great impact throughout the world. After studying Islamic Spain, students research the effects of other cultures and civilizations on Islamic developments and achievements and explain how this knowledge, in turn, was passed on to later generations and civilizations. Students may work individually, with partners, or in small groups. After they have finished, the groups should share their answers. Suggested areas for research include the following:

| *Subject* | *Sources of information* |
|---|---|
| • **Government** | ***Across the Centuries*** **(textbook)** |
| • **Medicine** | ***Ibn Sina and the Muslim World,*** **by Yapp, and** ***Science in Early Islamic Culture,*** **by Beshore** |
| • **Mathematics** | ***Science in Early Islamic Culture*** |
| • **Science** | ***Science in Early Islamic Culture*** |
| • **Geography** | ***Science in Early Islamic Culture*** |
| • **Bookmaking** | ***Across the Centuries*** |

As an alternative to or an extension of this activity, students draw from new learnings as well as sixth grade learnings to identify which of the following had their origins in the Arab world or reached Europe because of the Arabs:

- Chemistry and chemical methods
- Control of disease
- The Torah
- Christianity
- Greek art
- Modern numerals
- Polytheism
- Paper
- The idea that people should study the natural world
- The concept of zero
- The writings of Aristotle, Ptolemy, Euclid

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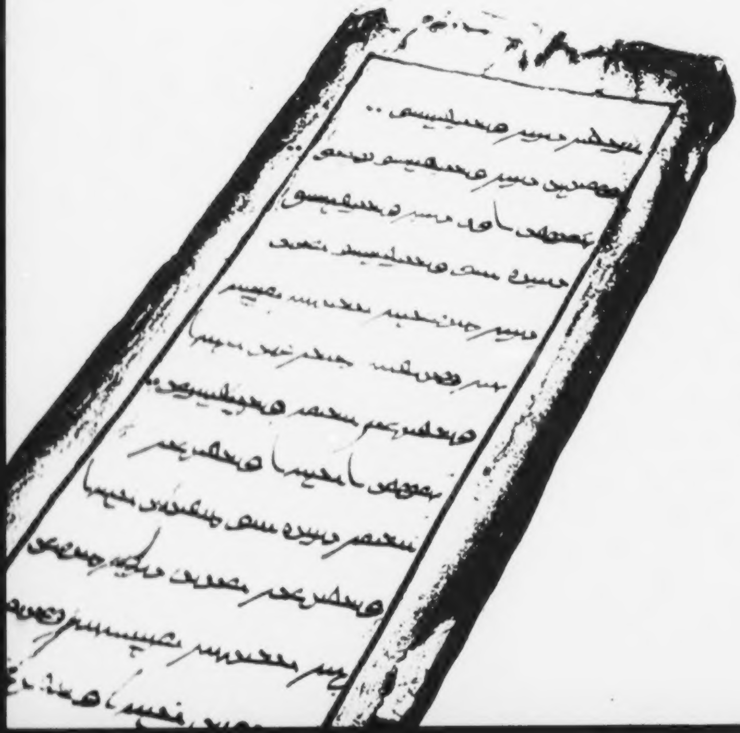
Students explain or expand on these contributions, giving examples of their origins, the reasons for their importance, or the methods of transmission. For example, what we refer to as Arabic numerals, including the zero, were passed to Europe through the Arabs, who had borrowed them from the Hindus of India. Translations of Greek works reached Europe through Arabic translations. The Arabs also expanded, through observation and experiments, the Greek ideas of disease control and the study of the natural world. The Chinese invention of paper reached Europe via Muslim Spain, with far-reaching effects on education, literature, scholarship, commerce, and bureaucracy. Students should recall that Judaism and Christianity existed as minority religions in pre-Islamic Arabia, which was polytheistic. The naturalistic art of the Greeks was rejected by the Muslims for religious reasons. Arab chemists and alchemists developed many of their chemical methods after studying Greek ideas. Finally, the contributions of Arab scientists to mathematics, astronomy, and medicine were considerable.



The purpose of this topic is to impress on students the exchange of goods and ideas, the interdependence among nations, and the diffusion of ideas and beliefs in the world at this time—the long-range result of which is reflected in much of Western civilization and the whole world today. If desired, students may offer modern-day examples of the continuity of these ideas or others related to them. (See also the later activity in this section dealing with Caliph al-Ma'mun's House of Wisdom.)

Muslims believe that the Qur'an is literally the word of Allah, uncreated and eternal, revealed in its entirety to Muhammad. The Qur'an is divided into 114 *surahs*, or chapters. Muhammad's precepts and practices, as preserved by tradition, are called Hadith, which is distinct from the Qur'an.

In connection with the second topic listed on the opening page of this unit, passages from the Qur'an are used to help students understand some of Islam's distinguishing tenets and the world view rooted in its teachings. The following passages are suggested, but others are also appropriate:

**Faith and laws**

| *Chapter* | *Verses* |
|---|---|
| 2 | 31–35, 38–39 |
| 3 | 114–116 |
| 24 | 34 |
| 112 | 1–4 |
| 114 | 1–6 |

**Humans and the universe in which they live**

| *Chapter* | *Verses* |
|---|---|
| 2 | 256 |
| 18 | 110 |
| 49 | 13 |
| 96 | 1–6 |

**Right and wrong, good and evil**

| *Chapter* | *Verses* |
|---|---|
| 2 | 293–294 |
| 3 | 114–116 |
| 4 | 9–11 |
| 6 | 152–153 |
| 17 | 24–25, 27–30, 33–36 |
| 19 | 13–16 |

A review of monotheism from the sixth grade course provides a base for an examination of Muhammad's idea of God, which contrasted sharply with traditional Arab beliefs that were contemporary with Muhammad. Muhammad's view of himself in relation to Jesus and the Hebrew prophets, the reactions of Jews and Christians to his teachings in Medina, and the ensuing events should be studied as history.

In addition to some of the basic ideas of Islam, students should know some commonalties among Islam, Judaism, and Christianity: monotheism and the belief in "the God of Abraham"; their beginnings in the Middle East; and the belief that people must submit their lives to one true God and prepare themselves for a day of judgment by leading good lives and performing good works.

Similarly, students should understand the most readily identified differences among the three principal monotheistic religions; specifically, that Jews and Christians cannot accept Muhammad as the "Seal of the Prophets" or the Qur'an as the final revelation of faith, and that Christianity differs from the other two religions in its acceptance of the divinity of Christ. Students should also understand that the term *Islam* is used in reference to not only a religion but also a civilization and a region (e.g., the Islamic world, Islamic history).

Students should contrast the lives of women before and after the coming of Islam. They should then look at Muhammad's example and teachings and at the status of Islamic women today in order to better relate historic

Islam to present-day socioeconomic and political developments. Passages from the Qur'an relating to this topic may be examined (e.g., 2:187, 3:195, 4:19, 4:31, 16:97).

Before Muhammad, the Arabs thought that women were weak and unimportant in comparison to men. Infant girls were often killed, and seven- or eight-year-old girls could be married if a suitable price could be agreed on. Men were permitted as many wives as they wished, and Arab wives often were regarded as servants in their husbands' homes. With the coming of Islamic teachings, the killing of baby girls is forbidden and the number of wives limited to four, provided the husband is able to support that many and treat them equitably. The Qur'an also permits men to have concubines.

According to Islamic teaching, wives are to obey their husbands in all things. While the Qur'an permits a husband to beat his wife for disobedience, it also admonishes husbands to treat wives with tenderness and kindness. Islamic women can legally own their own property, and they have a legal right to a share of inheritance, two rights they did not enjoy prior to Islam. As women in other religions are seen as equal to men in the eyes of God, so, in Islam, women are considered men's equals in the eyes of Allah.

Care must be taken to avoid teaching only a Western, liberal perspective, for what many Westerners see as barriers to equal status, many Islamic women see as liberating aspects of their roles. How are their ideas similar to or different from those of U.S. women who espouse traditional roles?

Pages 43 and 44 of *The Arabs: In the Golden Age* by Moktefi (see "Resources for the Sample Topic") contain information helpful to students when examining the roles of women in the time period discussed in the book.

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Arabic and Islamic proverbs offer insights regarding the moral beliefs and the importance of personal conduct in these cultures. *A Dictionary of Arabic and Islamic Proverbs* (see Lunde, Paul, and Justin Wintle), listed in the "General Resources," is one helpful source for authentic maxims. The study of proverbs may be undertaken as part of the sample topic for Unit IV (see "Beginning the Topic"), in which the study of African proverbs is extended to those of other cultures as well.

In the sixth grade students should have been introduced to such historical figures as Aristotle, Plato, Cicero, and Julius Caesar. Writings of these Greeks and Romans, along with works by Euclid, Ptolemy, Archimedes, Hippocrates, Galen, Tacitus, Herodotus, and others, were translated into Arabic and influenced the mathematics, science, medicine, and astronomy of Islam.

In medieval times, Europeans became familiar with Aristotle through the works of Arabic translators. The following activity reinforces this cultural interaction and the concept of geographic diffusion.

Working in groups of three, students role-play the chief administrators of the House of Wisdom, a library with a translation bureau that was established by Caliph al-Mamun during Abassid times in Baghdad. The caliph has ordered the administrators to select three works that should be translated into Arabic because of their value to later generations. The administrators must be able to justify their choices to the caliph himself. Groups are assigned various writers, whose backgrounds and works they research: Aristotle, Plato, Euclid, Ptolemy, Archimedes, Hippocrates, Galen, Tacitus, Herodotus, Cicero, Caesar, or others, as the teacher chooses. Groups research their assigned topics in library references such as encyclopedias or biographies. (Having several encyclopedia sets for students' reference is helpful; local libraries may be of assistance.) After groups gather notes and share their responses and reasons, the teacher emphasizes that many of these works were influential in the development of not only Islamic civilization but also later European civilizations.

Students should examine the practice of slavery in the Islamic world. They may compare it with their prior knowledge of slavery in Greco-Roman antiquity and in colonial America. For example, it was generally true that slaves in Arabia were not forced into continuous hard labor. Their task was to make life easier and more pleasant for wealthy Arabs. Some were domestic servants, and others served in the Arab army. Military slaves called Mamluks later constituted a privileged class and held responsible positions in the administration of the empire.

In classical Greece and Rome, many slaves performed backbreaking physical labor. Roman slaves labored on large farms, on public works, and on Roman galleys. Domestic slaves in Greece and Rome, however, were well treated. Students should recall the numerous slave rebellions in Rome's history, including Spartacus's uprising in 73 B.C. If desired, this uprising may be compared with the ninth-century revolt of the Zanj, black slaves who were employed in the draining of the salt marshes of southern Iraq.

An in-depth, comparative study of this topic could include the treatment of slavery in the New Testament and in the Qur'an; Christian and Muslim attitudes regarding concubinage; the economic use of slaves in agriculture, mines, and construction; Islamic legal limits on the enslavement of free persons; expansion of the slave trade beyond the Islamic frontier; and selected slave rebellions. It should also be noted that according to Islamic laws, free Muslims or free non-Muslims who were subjects of the Muslim state could not be enslaved. The demand for slaves was met by importation from beyond Islamic frontiers. Students may be referred to pages 40–42 of *The Arabs in the Golden Age* by Moktefi when studying this topic.

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Ibn-Sina, a well-known doctor and the author of the *Canons of Medicine,* and ibn-Khaldun, an equally respected historian, thinker, and writer who set down the principles of responsible history writing in the *Mugaddima,* are important figures in the development of Islamic civilization. Half of the class is assigned to research ibn-Sina (known in the West as Avicenna) and the other half to research ibn-Khaldun. Each half masters its respective biographical information. Students may consult other students within their groups. Each student prepares to tell a biographical story to a classmate in the other group. Once students are prepared, partners are formed, pairing an "expert" on ibn-Sina with an "expert" on ibn-Khaldun. Partners tell their stories to each other. Each is responsible for the other's understanding and provides necessary tutoring. Afterward, each student is assessed on his or her knowledge of both writers by writing a brief essay comparing and contrasting the lives, work, and accomplishments of the two men. The research and the essay should be done outside of class or as homework. Malcolm Yapp's *Ibn Sina and the Muslim World* (see "Resources for the Sample Topic") is a useful resource for this activity.

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Students should examine Córdoba as an Islamic center of learning and as a legacy of Moorish culture in Spain. An interesting way of doing this is to compare and contrast Córdoba to Baghdad. Their origins, geographic features and advantages, cultural achievements, treatment of non-Muslim citizens, Persian and Moorish influences, and striking differences may be noted on charts or on a large Venn diagram.

## Extended and Correlated Activities

"I had always thought that the stories the sailors told of the famous valley of diamonds . . . were mere travelers' tales

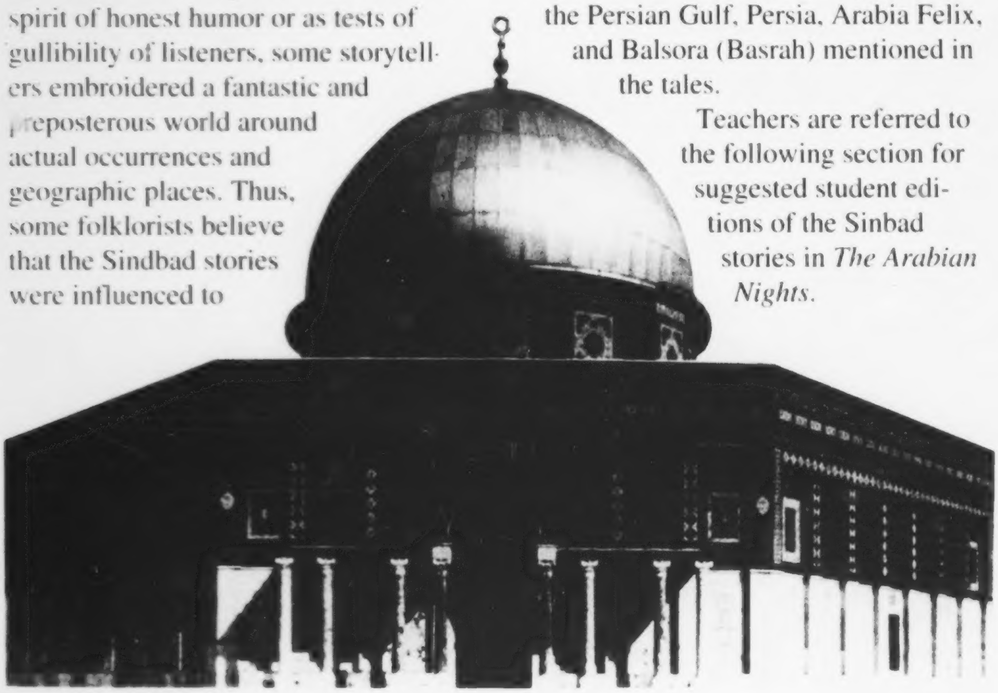
> invented to give pleasure to the hearers, but now I perceived that they were surely true. . . . This doubtless astonishes you, but if you do not believe my tale, go . . . and see for yourself."

"The Seven Voyages of Sindbad the Sailor," *The Arabian Nights Entertainments*. Retold by Andrew Lang. New York: Dover Publications reprint, 1969, pages 135–136, 139–140.

The rise of the seafaring trade has often had effects on culture and folklore. Traditionally, storytelling is a major form of entertainment, and Baghdad's citizens were regaled with stories of navigation, islands, and exotic places. Whether in a spirit of honest humor or as tests of gullibility of listeners, some storytellers embroidered a fantastic and preposterous world around actual occurrences and geographic places. Thus, some folklorists believe that the Sindbad stories were influenced to some extent by reports of voyages made by Muslim merchants over the centuries.

Students can hear or read and report on the Sindbad adventures as part of language arts class. It is suggested that the teacher read aloud the opening or prologue to the tales in which the poor porter is invited into the splendid house of Sindbad. Other stories may be read aloud by the teacher or assigned to students for reading and reports. The humor in the tales is subtle; students will need to watch for specific instances. A wall map may be necessary to help students locate such places as the Persian Gulf, Persia, Arabia Felix, and Balsora (Basrah) mentioned in the tales.

Teachers are referred to the following section for suggested student editions of the Sinbad stories in *The Arabian Nights*.



*Dome of the Rock (Mosque of Omar).* Reproduced by permission of *Aramco World*.

There is a wide range of literature that teachers should consider for correlation with topics studied in this unit. The following are some examples:

- Two commendable collections display an impressive range of folktales and legends. *Arab Folktales*, edited and translated by Inea Bushnaq, includes Bedouin tales, secular tales of the supernatural, animal stories, the Djuha simpleton tales, wisdom tales, and stories of religious and moral instruction. Various nations in the Islamic world are represented. Bushnaq furnishes introductions to each section, providing valuable background information for teachers. The Djuha tales may be compared to the Anansi stories recommended for study in Unit IV.

  Khairat al-Saleh's *Fabled Cities, Princes and Jinn from Arab Myths and Legends* complements Bushnaq's collection. It contains a substantial assortment of pre-Islamic and Islamic legends and myths, with colorful illustrations. Seventh grade students may find this book's format more appealing than that in Bushnaq's collection.

- The *Anthology of Islamic Literature from the Rise of Islam to Modern Times* is a convenient paperback containing a sampling of important works from religious and humanist traditions. Since the collection is intended for adult readers, teachers will find most of the selections appropriate for their own background reading. A few of the selections, however, can be appreciated by students. The brief essay on anxiety, from *A Philosophy of Character and Conduct* by ibn-Hazm (994–1064), offers glimpses into the ideas of a Cordoban scholar and thinker (pages 138–140). "Antar Slays a Lion" (pages 285–288) is an excerpt from one of the most popular works in Arabic literature, *The Romance of Antar*. The hero of this chivalrous romance is Antarah, a pre-Islamic poet. Interested students might compare the tale to legends of Roland and Charlemagne when they study medieval Europe. Another anthology of pertinent literature is *The Islamic World*, edited by William H. McNeill and Marilyn Waldman (University of Chicago, 1984).

- *The Thousand and One Nights*, also known as *The Arabian Nights*, is a famous collection of folktales, most of which originated in India, Persia, and Arabia.

Critics regard the tales as masterpieces of storytelling that are both innovative and entertaining. The stories reflect the secular imagination and oral traditions of the unlearned or lay person. In the Islamic world, Arabian poetry is considered a far more significant and admirable literary achievement, but the poems lose much in translation. The colloquial stories in *The Arabian Nights*, on the other hand, are effective in many languages, an important fact when accounting for the collection's international popularity. During the past two or three centuries, the work has attained the status of a world classic.

Scholars disagree on precisely which stories legitimately belong in the collection. Some insist that the earliest Syrian manuscripts constitute the purest form of the tales, citing their inherent homogeneity and faithful reflection of the Mamluk period; others are more accepting of later manuscripts that contain additional stories, some of them Turkish.

Although teachers should be aware of this debate, it is likely to be a minor point to students who read the tales for pleasure.

The stories' perennial appeal is due in part to the way in which fantastic, circumstantial, and extraordinary events are woven into the fabric of everyday life. An implicit message of the tales is that adventure and wonder make life a joyous experience. This message appeals to the wanderlust and romanticism that characterize many adolescents' lives.

Teachers should know that while some tales in *The Arabian Nights* are appropriate for students, others convey a bawdy eroticism intended for older readers. Good student editions include N. J. Dawood's translations for Puffin Classics (not to be confused with his version for Penguin Classics) and Andrew Lang's *The Arabian Nights Entertainments*. Teachers are referred to the "General Resources" under the *The Arabian Nights* entry.

- The *Ruba'iyat* of Omar (Umar) Khayyam presents some difficulties for use with seventh grade students. The lyrical and epigrammatic quatrains that make up the work contain many cultural, religious, and pseudoreligious implications; a broad understanding of Persian culture and Sufi mysticism is necessary in order to fully comprehend the significance of this work's philosophy and symbols.

  The enduring fame and popularity of this work in the West, however, increase the likelihood that many students will encounter it sometime in their lives. Some students even ask teachers about the work, having discovered it in their parents' libraries. It is helpful for students to know that Omar's philosophy regarding basic human issues runs counter to traditional Muslim belief. The *Ruba'iyat* was, in fact, rejected by Islamic clergy as blasphemous. Students should also realize that the work represents a vein of philosophic thought that flourished in Persia around 1100. In the Islamic world, Omar Khayyam is best known for his achievements in mathematics and in the development of the Jalali calendar.

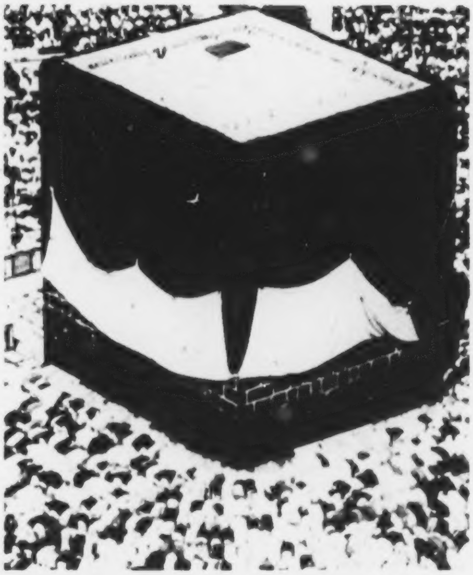
  In the *Ruba'iyat*, Khayyam exhorts his readers to enjoy and make use of the present as a way to experience paradise in this earthly life. Along with the poet's disdain of traditional religious teachings, this theme has contributed to the work's reputation as an expression of fatalism, skepticism, and hedonism.

  Ahmad Saidi's version (Berkeley, Calif.: Asian Humanities Press, 1991) contains introductory material and extensive notes that are helpful to teachers wanting to study the *Ruba'iyat* and its history. Verses are grouped in ten categories for easy reference. A few verses will suffice to give seventh graders some examples of the overall tenor and poignancy that mark the work. (See, for example, numbers 5, 16, 108, 110, 119, 120, 123, 126, and 131 in the Saidi translation.)

A study of Islamic architecture reveals many aspects of Muslim beliefs, providing students an exciting, artistic extension of geographic and cultural themes. The whole class or groups of students can be provided with pictures and slides of mosques, such as those produced by University Prints and Sandak (see the "Visual and Performing Arts Resources"), so that they can study their distinguishing characteristics.

Important mosques include the Great Mosque in Mecca, the Great Mosque of Samarra, the Mosque of ibn-Tulun in Cairo, the Dome of the Rock in Jerusalem (Mosque of Omar), the Great Mosque in Damascus, and the Great Mosque at Córdoba. Students may identify and describe the following architectural features, pictured on page 61 of *Across the Centuries:* the open court, minaret, domed roof, wide arches, mihrab prayer niche, qibla, ablution fountain, minbar (pulpit), and portico. Some mosques have additional features, such as sun grilles, mosaic tiles, spiraling stairways, and Kufic inscriptions from the Qur'an. Some large mosques, especially the main mosque in the capital, contain small square rooms to the right of the minbar; these are called *maqsuras* and were reserved as prayer rooms for the caliph.

Students will note that in Islamic mosaics, no people or animals are represented, in deference to Islamic injunctions against their representation. The mosaics examplify how Islamic artisans absorbed the artistic techniques of conquered lands, especially those of the Byzantine Empire, where mosaic work had long flourished.

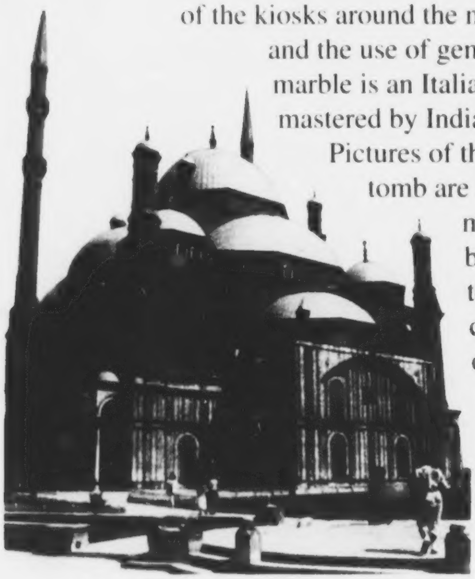


*The Ka'bah.* This small building in the courtyard of the Great Mosque of Mecca is the goal of Islamic pilgrimages. Reprinted by permission of *Aramco World.*

Since the scarcity of vital resources led to raids on camps and caravans, many nomadic families lived together in tribal groups. Each group could trace its lineage back to a common ancestor, although some genealogies are known to have been legendary. Some royal, noble, and learned families could trace their lineage back for many years. Why are American families sometimes unable to trace their histories more than 200 years?

The pre-Islamic center of Petra (see *Across the Centuries,* pages 55–56), because it was shown in the popular film *Indiana Jones and the Last Crusade,* provides a good point of comparison with modern communities. Teachers select from the local community a landmark or structure that effectively illustrates interaction between humans and the environment: A freeway, a golf course, a dam, a windmill, and a bridge are only a few of the many possible choices. How did people change the natural environment to suit their needs? Were any of the changes unique to your community? If so, how? What ethnic or cultural heritages may be seen in the changes? For comparison, the same (or similar) questions are applied to Petra. (See the photograph on page 55 of the textbook; additional pictures may be found in encyclopedias and other library resources.)

Many students are familiar with the Taj Mahal in India, built in 1630–48 as a mausoleum for the wife of Shah Jahn, a Mughal, or Mogul, ruler. The Taj Mahal can be considered the omega of Islamic architecture. It is a blend of diverse architectural styles: The minarets are Islamic; the dome Byzantine; the overall opulence, typical of Persia. In addition, there are arabesque designs over the pointed arched portals; lotus blossoms, a Hindu motif, cap the tops of the kiosks around the main dome; and the use of gems inlaid in marble is an Italian technique mastered by Indian craftsmen. Pictures of this famous tomb are found in many trade books and textbooks. This comparison emphasizes the true uniqueness of Islamic architecture while, at the same time, pointing out the harmonizing blend of different architectural influences. Students can compare and contrast architectural features of this building to those of the al-Hambra (Alhambra) palace in Granada; both are Islamic, yet they reflect different cultures (Islamic India, Islamic Spain). Students can also refer back to the Taj Mahal when they study Gothic architecture in order to compare and contrast the styles.



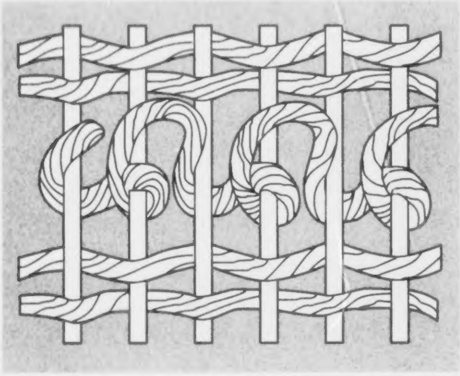
A unique feature of Muslim art and architecture is the use of geometric patterns that are devoid of representations of humans or animals. These patterns, which can be seen on ceramics, metal work, window grates, and architectural decorations, symbolize the perfect, logical order of the universe as ordained by Allah, the divine creator. Mohammed's followers developed this liturgical art because he wanted to put an end to the idolatry and superstition that characterized pre-Islamic Arabia. Reproductions of these complex and ornate arabesque designs can be found in art books, textbooks, and similar resources. Students may create their own arabesque designs, noting the symmetry involved. This activity can be correlated to a geometry lesson, or the visual arts teacher may teach a lesson in design to accompany this unit on Islam.

As an outside project, some students

may want to investigate one of the outstanding contributions of Islamic art—the Persian rug. These wool rugs are rich in color and complex in design. A local rug dealer might provide interesting information on Persian rugs. Students may research the use of the Persian knot and make a small woven sample (see Figure III-5).

***Figure III-5***

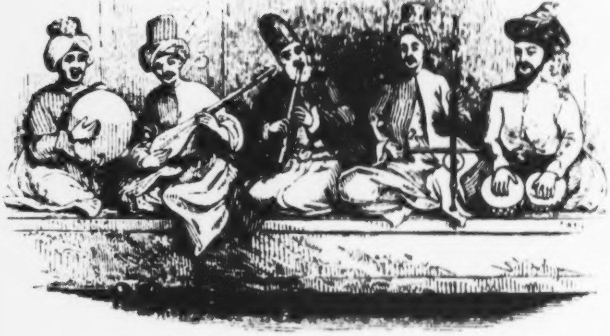
**Persian Knot**



Using a small container, interested students may build biomes of various natural environments that occur in the region under discussion. Starting with the sandy and rocky coastline along the Mediterranean Sea, habitats change to desert scrub, grassland, oak-studded hillsides, and mountain conifers. As a project outside of class, students could research vegetation, make cardboard models, and use real rocks and sand for effects.

Music specialists may prepare a correlated lesson exploring the place of music in the courts of the caliphs and in Muslim philosophy. In the court of Harun al-Rashid, for example, the value placed on music and knowledge resulted in definite social distinctions. Singers, highest in prestige, were expected to be composers, wits, poets, and scholars of science, capable of entertaining officials through both art and conversation. Below them were instrumentalists, whose prestige depended on the instruments they played. Since the lute was valued above all other instruments, lutenists were given special honor; the viol, on the other hand, was considered suitable for inferior musicians. Would most singers of today qualify for the court of Harun al-Rashid? What instruments are prestigious among different kinds of music today (e.g., the drum set, the violin)? How do musical instruments become status symbols?

Early Arabian music was based largely on melodic and rhythmic modes. Sadly, much of this heritage is lost, since it was handed down by oral tradition and by one-on-one demonstration and training. How is this tradition similar to some performance practices of baroque music and jazz? How does technology (the printing press, the phonograph, recordings) help maintain or preserve musical traditions?



Arab scholars translated and studied Greek works on music theory, which included acoustics and other physiological aspects of music. Through various phases of history, Muslim scholars regarded music as one of the sciences; this view is similar to the European baroque idea of music as "the daughter of mathematics" (Alessandro Scarlatti, 1660–1725). Sounds were regarded as echoes of the movements of celestial bodies that give rise to all movements on earth. In the West, a similar idea was advanced by Johannes Kepler (1571–1630) and his theories about the music of the heavens; a realization of his ideas may be heard when students study the Scientific Revolution (see *The Harmony of the World*, listed in the "General Resources" for Unit IX).

Abu Hamid Muhammad al-Ghazali (1058–1111), a major intellectual figure of medieval Islam, wrote of the relation of music to moral, spiritual, and religious life. Al-Ghazali described the ears as the antechamber of the human heart. He believed that music made evident the heart's beauties and defects. Whenever music and singing reach the human heart, al-Ghazali stated, "then there stirs in the heart that which preponderates it" (see Albert Hourani's *A History of the Arab Peoples*, page 199). Because of music's extraordinary power, al-Ghazali advised that it be regulated. Music was encouraged when it aroused a longing for pilgrimage or licit warfare, for example; it was forbidden when the song or performers aroused temptation or promoted blasphemy. Students should compare this attitude with those of Confucius and Plato (see *Course Models for the History–Social Science Framework, Grade 6*, pages 134–135). They may think of current examples of how similar ideas and opposition to them constitute lively and timely topics for discussions.

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

## Resources for the Sample Topic

Abercrombie, Thomas J., and Lynn Abercrombie. "Arabia's Frankincense Trail," *National Geographic* (October, 1985), pp. 474–513. This travelogue chronicles the authors' experiences along the 2,400-mile (3,861 kilometre) Incense Trail through Arabia, Oman, and Yemen.

**Abu-Lughod, Janet. *Before European Hegemony: The World System, A.D. 1250–1350.* New York: Oxford University Press, 1991. Generally descriptive of the major trade patterns of the period, with an emphasis on the reasons for their decline, this teachers' resource contains useful maps that show the interconnections of routes throughout the world. While not all of the author's conclusions and assertions are accepted by other historians, the book is compelling on many points.

**Anthology of Islamic Literature from the Rise of Islam to Modern Times.* Edited by James Kritzeck. New York: Dutton, New American Library, 1975. In one convenient paperback, readers have a representative sampling of some 13 centuries of Islamic literature. More than 40 selections provide a helpful introduction to teachers, and excerpts are suitable for classroom use.

**Beshore, George. *Science in Early Islamic Culture.* New York: Franklin Watts, 1988. This student resource, an essential research guide, is full of interesting details about the Muslims, not only as carriers but also as developers of civilizations. It concentrates on their contributions in science, mathematics, and medicine.

Boorstin, Daniel J. *The Discoverers.* New York: Random House, 1983. This is a vivid and original history of man's quest to discover the world around him. Boorstin is a first-rate storyteller who freely expresses his own well-informed opinions. In a chapter pertinent to this unit, he discusses Arabians' seafaring knowledge and experience, their shipbuilding techniques, their legends of the sea, and their control of the routes to the East.

*CAMBRIDGE HISTORY OF ARABIC LITERATURE.* In 4 volumes (others to come). Various editors and dates. Cambridge, U.K.: Cambridge University Press. This is a scholarly compendium of the great works of Arabic literature. This resource for teachers may be found in university, college, or public libraries.

Cox, Kenneth F.; Miriam Greenblatt; and Stanley S. Seaburg. *Human Heritage, A World History.* Columbus, Ohio: Charles E. Merrill, 1981. Though no longer a state-adopted textbook, this book has some worthwhile maps and pictures for those teachers and librarians who still have access to copies.

Edwards, Mike. "'Paradise on Earth': When the Moguls Ruled India," *National Geographic* (April, 1985), pp. 463–493. From 1483 until 1707 the Moguls ruled portions of India, Afghanistan, and Pakistan. In their wake they left a resilient heritage of monuments, many of which were Islam-inspired palaces, gardens, mosques, or tombs. The great Taj Mahal stands as a testimony to their contribution. This article presents a summary of the Moguls' rule.

Ettinghausen, Richard, and Marie Lukens Swietochowski. *Islamic Painting.* Reprinted from a Metropolitan Museum of Art Bulletin, n.d. Many of the paintings shown in full color in this reprint are useful for illustrating the blending of art traditions within the Islamic Empire.

Ettinghausen, Richard, and Oleg Grabar. *The Art and Architecture of Islam, 650–1259.* New York: Viking Penguin, 1987. This is a concise but full description of the emergence of Islamic art and architecture as distinct styles.

**Franck, Irene M., and David M. Brownstone. *To the Ends of the Earth: The Great Travel and Trade Routes of Human History:* New York: Facts on File, 1988. Routes that are important to the transmission of culture during the golden age of Islam are included in this oversize volume. Those that apply to this unit are the Great Desert Route, the Persian Royal Road, the Incense Road, the Pilgrimage Road, the Silk Road, the Spice Route, the Nile Route, the Sahara routes, the Indian Grand Road, the Mediterranean Route, and the Black Sea Route. Excerpts from primary sources abound among the descriptive details of the routes and travel along them. See also Facts on File's *Across Africa and Arabia* and *Around Africa and Asia by Sea,* which are adaptations of *To the Ends of the Earth* intended for young adults.

*The History of al-Tabari.* Albany: State University of New York Press, various dates. This is the major Arabic historical work of the Middle Ages, in a multivolume English translation. Al-Tabari recounts the founding of Baghdad as a part of this scholarly history.

*Hitti, Philip K. *The Arabs: A Short History.* Washington, D.C.: Regnery Gateway, 1990. Hitti, an emeritus Princeton scholar, is a leading historian of the Arabic world. Hitti's explanation of the impact of Arabic culture on Western civilizations and his chapter on Córdoba are also helpful. This convenient paperback is one of several works recommended for teachers' background reading. The publisher also issues Hitti's *Islam: A Way of Life.* Earlier works by this scholar include *Makers of Arab History, Capital Cities of Islam,* and *Islam and the West.*

*Hourani, Albert. *A History of the Arab Peoples.* Cambridge, Mass.: Belknap Press, 1991. Among the most recent books published on the topic, Hourani's book is a thorough and clear presentation of Arab history. Two chapters on Islamic cities provide useful background for geography studies. This and the Hitti book cited earlier are good introductory readings for teachers.

*"Medieval Jewish Traders," *Faces* (January, 1990), no pp. *Faces,* a magazine for young people, is devoted to peoples of the world. This article provides insight into Mediterranean trade, quoting from letters written around 1066. Students learn that many of the business problems and concerns of merchants 900 years ago are identical to those of merchants today. Contact Cobblestone Publishing, Peterborough, NH 03458, (603) 924-7209, for information regarding this back issue.

**Moktefi, Mokhtar. *The Arabs: In the Golden Age.* PEOPLE OF THE PAST series. Translated by Mary K. LaRose. Brookfield, Conn.: Millbrook, 1992. Moktefi's discussion of the wealth of knowledge and art, the spread of books, scientific and mathematical research, and the rise of universities helps readers understand why the eighth through the thirteenth centuries are considered by many historians to have been a "golden age" of Arab culture. This useful resource for students is illustrated by Véronique Ageorges.

Severin, Tim. "In the Wake of Sindbad," *National Geographic* (July, 1982), pp. 2–41. Severin recreated an eleventh-century vessel and sailed east to the port of Guangzhou in a quest to give credence to details recorded in the tales of Sindbad the Sailor found in *The Arabian Nights.*

*Sindbad Tales. Various editions and retellers. See the listing for *The Arabian Nights* in the "General Resources."

**Stewart, Desmond, and editors of Time-Life. *Early Islam.* New York: Time, Inc. 1967. Illustrations of Islamic art and calligraphy enhance the detailed descriptions of Muhammad's life, the Five Pillars of Islam, and Islamic expansion. This book also contains good biographical information about ibn-Kaldun, mentioned in one of the correlated activities. It is available through libraries.

**Yapp, Malcolm. *Ibn Sina and the Muslim World.* St. Paul, Minn.: Greenhaven Press, 1980. Designed for supplemental use in the classroom, this booklet includes an interesting portrayal of ibn-Sina, an Islamic scholar of medicine. His philosophy of learning, which typifies Islamic teachings, is a model from which students can understand the contributions of Islam as a carrier of civilization. Many excerpts from primary sources are included in the appendix. This book is useful for one of the correlated activities and may be purchased through social studies supply houses.

## General Resources

Abercrombie, Thomas J. "Saudi Arabia: Beyond the Sands of Mecca," *National Geographic* (January, 1966), pp. 1–53. The effects of Islam on all aspects of urban and rural life in Saudi Arabia are described from a Muslim perspective.

Ahmad, K. J. *Hundred Great Muslims.* Des Plaines, Ill.: Library of Islam, 1987. The biographies of prominent Muslim poets, philosophers, scientists, scholars, statesmen, warriors, and explorers are compiled in this book.

Ahmed, Leila. *Women in Islam.* New Haven, Conn.: Yale University Press, 1992. For adult readers, this work is one of the latest and most comprehensive discussions of the roles of women in Islam. See also *Women in the Muslim World* by Lois Beck and Nikki Keddie (Harvard University Press, 1978) and Elizabeth Fernea's *Women and the Family in the Middle East* (University of Texas, 1985).

Ahsan, A. H. *Muslim Festivals.* Vero Beach, Fla.: Rourke Enterprises, 1987. This book examines Muslim festivals, explaining their origins and their importance to Muslims today.

Ali, Ameer. *The Spirit of Islam.* London and New York: Methuen, 1965. This book is most conveniently acquired through university libraries. It is listed here for its discussions of Islamic issues, one of which is the divergent attitudes regarding the status of women in Islamic societies.

Anderson, Margaret. *Arabic Materials in English Translation: The Bibliography of Work from the Pre-Islamic Period to 1977.* Boston: G. K. Hall, 1980. This scholarly resource is suggested for training institutes and for teachers seriously researching materials on Islam.

*Antar and Abla, A Bedouin Romance.* Rewritten and arranged by Diana Richmond. London, U.K.: Quartet Books, 1978. Richmond provides a look at the manners, culture, and history of pre-Islamic Arabia in tales about an Arabic hero and his bride in the sixth century.

*Arab Folktales. Edited and translated by Inea Bushnaq. New York: Pantheon, 1986. This publisher has undertaken a series of folktale collections representing different cultures. A welcome addition to the series, this compendium includes Bedouin tales, religious and moral tales, animal tales, wisdom and "fool" tales, and other types. The translator has categorized the stories for easy reference, and informative introductions to each section help place the tales in historic and cultural contexts.

**The Arabian Nights.* Various editions and dates. Also known as *The Thousand and One Nights*, this heterogeneous collection of folktales is unified by the character of Shahrazad, the clever bride who is able to dulcify her brutal sultan with fantastic stories. Numerous translations and editions exist. Good student editions include *Sindbad the Sailor and Other Tales from the Arabian Nights* (Puffin Classics, 1978) retold by N. J. Dawood. (Dawood's translation for Penguin Classics contains some of the ribald and scatological tales and is better suited for adult readers.) Andrew Lang's *The Arabian Nights Entertainments* (Dover, 1969; also Amereon House reprint in hardback, n.d.) has delighted young readers for generations and is still worth considering. Teachers wanting to study one of the more scholarly editions of *The Arabian Nights* are referred to Husain Haddawy's translation for *Everyman's Library* (Knopf, 1990). Scribner's version of 1909, with retellings by Kate Douglas Wiggin and illustrations by Maxfield Parrish, was a noteworthy version for its time and has been reissued by the publisher in a handsome full-color, hardback edition. Padraic Colum's compilation for Macmillan also merits republication.

*ibn-Battuta. *Travels in Asia and Africa: 1325–1354.* London: Routledge and Kegan Paul, 1983. As a primary source, this book provides some descriptions of places in the Islamic world during the Middle Ages.

Brookes, John. *Gardens of Paradise: The History and Design of the Great Islamic Gardens.* New York: New Amsterdam Books, 1987. The author, one of Britain's top landscape designers, traces the history of Islamic gardens and offers practical tips on how to create one.

*Coupe, Sheena, and Barbara Scanlan. *Threads of Time.* Melbourne, Australia: Longman, 1985. This student textbook includes an interesting chapter on Islam, with a great deal of significance placed on the role of the Arabs in the preservation and transmission of culture through-

out the East and eventually into western Europe as well.

Cragg, Kenneth. *The Call of the Minaret.* Second edition. Maryknoll, N.Y.: Orbis Books, 1985. This classroom source book offers an overview of Islamic practices and of Muhammad's life. It may be ordered directly from Orbis Books, Maryknoll, NY 10545.

Duckworth, John. *Muhammad and the Arab Empire. GREENHAVEN WORLD HISTORY PROGRAM.* St. Paul, Minn.: Greenhaven Press, 1980. Designed for supplemental classroom use, this booklet presents a concise biography of Muhammad, accompanied by an appendix with many primary source excerpts. It is available from social studies supply houses.

*Dunn, Ross E. *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century.* Berkeley: University of California Press, 1989. Dunn combines history and biography in telling of this extraordinary Muslim traveler who visited places as far away as Russia, China, Indonesia, Timbuktu, and central Asia. His accounts are invaluable to anyone seeking to understand life in the Middle Ages south of the Mediterranean Sea. The book is recommended for teachers' background reading rather than for student use.

**Earth History.* Denver, Colo.: Earthbooks, 1991. This historical atlas is a small, sturdy hardback that is useful for teachers and students as a quick reference or as a research tool. Ancient, middle, and modern eras are depicted, and the concise text summarizes historical events. This atlas is helpful at sixth, seventh, and eighth grades. For purchasing information, telephone (303) 429-1126.

Eaton, Richard. *Islamic History as Global History.* Washington, D.C.: American Historical Association (AHA), 1990. In 51 pages, Eaton explores the rise of Islam and its continuing influence in Asia, Africa, and Europe. He discusses such concepts as Islamic civilization and cultural diffusion, Islamic socioreligious institutions, and Islam as part of the wider world and as a worldwide system itself. It is suggested to teachers for background reading. For purchasing information, contact the AHA at (202) 544-2422.

Esler, Anthony. *The Human Venture: The Great Enterprise, A World History to 1500.* Englewood Cliffs, N.J.: Prentice-Hall, 1986. Pages 248–263 present a brief overview of Islamic achievements.

Esposito, John L. *Islam, The Straight Path.* New York: Oxford University Press, 1988. Although intended as an introduction to Islam, Esposito's work is substantial enough for teachers to use. Many questions are answered in the author's study of the differences among the Islamic sects. Excerpts from primary sources are used throughout.

Grun, Bernard. *The Timetable of History: A Horizontal Linkage of People and Events.* New York: Simon and Schuster, Touchstone, 1975. This is an invaluable resource for cross-referencing dates that relate to the following topics: history and politics; literature and theater; religion, philosophy, and learning; visual arts; music; science, technology, and growth; and daily life. The book is available through libraries.

Haneef, Suzanne. *What Everyone Should Know About Islam and Muslims.* Chicago: Kazi Publications, 1985. The purpose of the book is to set forth Islamic concepts and beliefs in a clear, understandable manner and to give the reader an idea about how Muslims are supposed to live. It presents a summary of Islamic beliefs, ways of worship, morals, standards of conduct, and the Islamic way of life in general.

**Hayes, John R. *The Genius of Arab Civilization: Source of Renaissance.* Cambridge: Massachusetts Institute of Technology Press, 1983. This source book of writings on the achievements of Islam during the Middle Ages is embellished with outstanding illustrations.

Hoag, John D. *Islamic Architecture.* New York: Abrams, 1977. This book, a good reference for teachers, is sometimes available through libraries; it traces the development and discusses the characteristics of Islamic architecture.

*The Holy Koran.* Mastervision. The Koran provides the backdrop for this 60-minute videotape that explores Islamic civilization. It is available from social studies supply houses. Editions of the Islamic holy book are listed in this section under The Qur'an.

Humphreys, R. Stephen. *Islamic History: A Framework for Inquiry* (Revised edition). Princeton, N.J.: Princeton University Press, 1991. This book provides background reading for teachers preparing to teach this unit for the first time.

Ibrahim, Mahmood. *Merchant Capital and Islam.* Austin: University of Texas, 1990. This teachers' resource traces the development of Mecca as a commercial city and shows how that process led to the rise and expansion of Islam.

*An Introduction to Islamic History.* Arcadia, Calif.: Council of Islamic Education, 1992. This teachers' resource binder is intended to help teachers present Muhammad and Islamic beliefs. Such important topics as geography, trade, Muslim Spain, and Cordovan culture are treated as enrichment. For information, contact the Council of Islamic Education, P.O. Box 3141, Arcadia, CA 91066.

*Islam, A Global Civilization.* Washington, D.C.: The Embassy of Saudi Arabia, n.d. Available at no cost, this is an interesting survey of Islam's history and culture. Its value for class use, however, lies in its beautiful pictures of mosques, mausoleums, and manuscript art. It has a rare close-up photograph of the Taj Mahal, showing details of the main tomb. There is also an interesting photograph of the ceiling of the Mosque of Córdoba. *Understanding Islam and the Muslims* is another picture booklet available through the embassy.

**Islam and the Arab World.* Edited by Bernard Lewis. New York: Knopf, 1976. Islam, from its beginnings to the mid–twentieth century, is the focus of this book. Paintings, artifacts, photographs, and other illustrations are included. Lewis's *Islam, from the Prophet Muhammad to the Capture of Constantinople* (Oxford University Press, 1987) is still in print and available in paperback.

*The Islamic Traditions.* World Religions Curriculum Development Center. The traditions, beliefs, and practices of Islam

is the focus of this 41-minute videotape. It is available from social studies supply houses.

Jeffrey, Arthur. "The Islamic Religion," in *Documents in World History. The Great Traditions: From Ancient Times to 1500*, Vol. 1. Edited by Peter N. Stearns. New York: Harper and Row, 1988. Excerpts from the Hadith are contained in this collection of primary sources.

Kamm, Antony. *The Story of Islam.* Cambridge, U.K.: Press Syndicate of the University of Cambridge, 1976. One of a series of books for young people, this volume includes maps and illustrations in its discussion of the history, major tenets, and cultural aspects of Islam.

Khayyam, Omar. *The Ruba'iyat.* See *The Rubaiyat of Omar Khayyam*, listed in this section.

Khouri, Rami G. "Enigmas in Stone," *Aramco World* (September–October, 1990), pp. 32–39. The Umayyad desert, castles, palaces, and baths are pictured and described in this article. Pictures of Qasr Kharranah exemplify how Roman architecture, as it was evidenced in Syria, was carried over into Islamic civilization. Qasr Amra's bathhouse shows Byzantine frescoes with Persian overtones. Both Greek and Arabic inscriptions are in evidence.

Kumove, Shirley. *Words Like Arrows.* New York: Schocken, 1984. This is a collection of Jewish proverbs, listed by subject. It is used in conjunction with Elizabeth Laird's *Kiss the Dust.*

Laird, Elizabeth. *Kiss the Dust.* New York: Dutton, 1992. This novel is listed for the sake of students who are interested in reading contemporary fiction that links the historic past to the present. The central situation of the novel is the oppression of the Kurds and the persecution of Kurdish families. A thirteen-year-old girl flees with her family from their mountain village because of bombing raids. Eventually, the family is able to make contact with a relative living in Tehran. The book details the culture, lives, and aspirations of a people driven from their homeland.

*Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire.* Edited by Charlotte Crabtree, and others. Los Angeles: National Center for History in the Schools, University of California, Los Angeles, 1992. This valuable resource helps teachers develop courses at the seventh grade level. In its discussion of essential learnings, topics, and habits of mind, it complements the *History–Social Science Framework for California Public Schools.*

*Lewis, Bernard. *The Arabs in History.* New York: Oxford University Press, 1993. This standard work by an eminent historian contains valuable information for teachers. Recommended as well are Lewis's *Islam and the West* (Oxford, 1993), *The Muslim Discovery of Europe* (Norton, 1985), *The Shaping of the Modern Middle East* (Oxford, expected 1994), and *Race and Slavery in the Middle East: An Historical Enquiry* (Oxford, 1992). These books provide important background reading for teachers.

Ling, Martin. *Muhammad: His Life Based on the Earliest Sources.* Rochester, Vt.: Inner Traditions International, 1983.

Martin Ling's life of Muhammad is based on Arabic sources of the eighth and ninth centuries (of which some important passages are translated here for the first time).

Lunde, Paul, and Justin Wintle. *A Dictionary of Arabic and Islamic Proverbs.* London: Routledge and Kegan Paul, 1984. This collection of Arabic and Islamic proverbs, listed by subject, is especially useful in illustrating concepts about Islam to students.

Lunger, Norman; Katherine Randall; and William Johnson. *Early Civilizations in Asia, Africa and the Americas.* New York: Scholastic, 1987. Stories, plays, and narratives contained in chapter 6 of this book can supplement more comprehensive material.

Maalouf, Amin. *Leo the African.* London, U.K.: Quartet Books, 1989. This is a fiction-on-fact biography of Hasan al-Wazzan, a fifteenth-century geographer who later became known as Leo the African.

*Major Monotheistic Religions of the Middle East.* Berkeley, Calif.: The Center for Middle Eastern Studies, 1990. This workshop packet contains 20 slides and an exercise in which students are asked to identify the religion or religions reflected by each slide. In many cases Islam, Judaism, and Christianity may be identified in one depiction. This exercise is useful as an extended activity. Available from Arab World and Islamic Resources and School Services, 1400 Shattuck Ave., Suite 9, Berkeley, CA 94709.

Mas'udi. T*he Meadows of Gold: The Abbasids.* Translated and edited by Paul Lunde and Catherine Stone. London, U.K.: Routledge, 1987. The golden age of Islam, the Abbasid period, is captured in this lively history of medieval Arabia. This English translation, although readable, maintains the flavor of the period.

**Middle Eastern Cities.* Austin: Center for Middle Eastern Studies, University of Texas at Austin, n.d. Slides, commentaries, readings, worksheets, and a glossary on early and modern urban life in the traditional Islamic city are included in this resource package. It is available from the Center for Middle Eastern Studies, University of Texas, Austin, TX 78712.

Mieder, Wolfgang. *The Prentice Hall Encyclopedia of World Proverbs: A Treasury of Wit and Wisdom Through the Ages.* Englewood Cliffs, N.J.: Prentice Hall, 1986. This collection of proverbs from all over the world includes hundreds from Arabic countries. The proverbs are listed by subject, so comparisons between proverbs of two different areas about the same subject are quite easy. Proverbs are useful for demonstrating a culture's concepts about family and religion.

Parker, Richard B.; Robin Sabin; and Caroline Williams. *Islamic Monuments in Cairo: A Practical Guide.* Cairo, Egypt: American University in Cairo Press, 1985. This book does a good job of detailing the Islamic architectural elements found in mosques, khans, the wikala, and tombs.

**The Qur'an. Various editions and dates. Several translations of the Qur'an are available, of which the following are representative:

Ali, Abdullah Yusuf. *The Holy Qur'an.* Indianapolis, Ind.: American Trust Publications, 1983.

Cortes, Julio. *El Cor'an.* Baldwin, N.Y.: AKZ Publications, 1987.

Irving, T. B. *The Qur'an: First American Version.* Brattleboro, Vt.: Amana Books, 1991.

N. J. Dawood's translation (Penguin, 1974) is especially readable for many students, although some of the introductory remarks may not be consistent with traditional Islamic belief.

***The Rise of Cities.* TimeFrame series. Alexandria, Va.: Time-Life Books, 1990. A very useful description of the development of two medieval Islamic cities, Baghdad and Cairo, is included in the chapter "The Orient Ascendant." See also *The March of Islam: TimeFrame A.D. 600–800.*

Rodinson, Maxime. *Europe and the Mystique of Islam.* Seattle: University of Washington Press, 1987. This eminent French sociologist and Islamic scholar portrays Arabic and Islamic studies from an Eastern viewpoint rather than an intellectual Western viewpoint.

*The Ruba'iyat of Omar Khayyam.* Translated and annotated by Ahmad Saidi. Berkeley, Calif.: Asian Humanities Press (Jain Publishing Co.), 1991. This edition offers 165 selections from the *Ruba'iyat.* Unlike some other versions, Saidi's emphasis is on authenticity and the most faithful translation possible. Historical, religious, and mystical allusions are explained in annotations. The foreword and preface are helpful to teachers. The edition by Peter Avery and John Heath-Stubbs (Penguin, 1984) is another useful translation.

Most of the English-speaking world first read the *Ruba'iyat* in the translation of the Victorian writer Edward FitzGerald (various publishers and dates). FitzGerald's work is dubious as a translation but remains notable for its beautiful language. By comparing the Saidi version with that of FitzGerald, teachers preferring the latter can select the most faithful quatrains.

**al-Saleh, Khairat. *Fabled Cities, Princes and Jinn from Arabic Myths and Legends.* New York: Schocken, 1985. This collection of stories stemming from Arabian and Persian traditions is useful at more than one grade level. A well-illustrated book, it appeals to many seventh graders. The stories may be correlated with language arts classes.

Shabbas, Audrey, and Carol el-Shaieb. *A Medieval Banquet in the Alhambra Palace.* Berkeley, Calif.: Arabic World and Islamic Resources and School Services, 1991. This resource was designed to help teachers stage a complete "event" for their classes. In the enactment of a banquet, people from all over the Islamic and Mediterranean world come together at the palace and share ideas. Students role-play characters, guided by succinct biographies. Spain's role as the crossroads of two medieval civilizations is highlighted. Slides of the Alhambra are an optional supplement. Available from the publisher, 1400 Shattuck Ave., Suite 9, Berkeley, CA 94709.

Stearns, Peter N.; Donald R. Schwartz; and Barry K. Beyer. *World History: Traditions and New Directions.* Annotated Teacher's Edition and Teacher's Resource Packet. Menlo Park, Calif.: Addison-Wesley, 1989. Content outlines, teaching suggestions, and worksheets are included in this textbook package. This book is recommended as a teacher's resource.

*The Story of Islam: Faith and Nations.* MPI Home Video, PSA Productions, n.d. This 120-minute videotape is used by some teachers when introducing different topics in this unit. Since the videotape is lengthy, teachers should carefully preview it and select excerpts before presenting it to seventh graders. It is available from social studies supply houses. For further information, call (800) 323-0442.

*Thubron, Colin, and the editors of Time-Life Books. *Istanbul. THE GREAT CITIES* series. Amsterdam, Netherlands: Time-Life Books, 1978. Although this coffee-table book is best used for its pictures, its descriptive text provides some background on Islamic architecture and way of life in Istanbul, formerly Constantinople. It is available through libraries.

*Torchbearers: Bridging the Dark Ages.* Encyclopaedia Britannica Educational Corporation, n.d. Cultural interaction and the cultural legacy of Arabia and Persia are treated in this 25-minute videotape. It is available from social studies supply houses.

*Watson, Andrew. *Agricultural Innovation in the Early Islamic World.* London, U.K.: Cambridge University Press, 1983. Watson investigates the spread of agricultural techniques and crops via trade routes. This teachers' resource brings together history, geography, trade, and technology.

*Watt, W. Montgomery. *The Influence of Islam on Medieval Europe.* Edinburgh, U.K.: Edinburgh University Press, 1973 (in the United States, distributed by Columbia University Press). Watt is among the better Western scholars of early Islamic history. Also recommended is the author's *Muslim-Christian Encounters: Perception and Misperceptions* (Routledge, 1991). Both books are recommended for teachers' reading.

Weit, Gaston. *Cairo: City of Art and Commerce.* Norman: University of Oklahoma Press, 1964. An excellent general resource on trade and commerce in Cairo during the Middle Ages, this book provides numerous primary-source descriptions from the travel books of those on pilgrimages and trading expeditions to Cairo. It also provides excellent descriptions of the *wikala* or *caravanserai* arrangement for traveling traders. Though out of print, it is worth seeking in libraries.

*Women, Men, and the Family in the Arab World.* Berkeley, Calif.: Center for Middle Eastern Studies. This teachers' packet includes 20 slides and handouts detailing the lives of women in fact, folklore, and fiction. The packet is available from the Center for Middle Eastern Studies, 215 Moses Hall, University of California, Berkeley, CA 94720.

*The World of Islam*. Amawalk, N.Y.: Jackdaw Publications, n.d. This kit of instructional materials includes primary sources dealing with the religion of Islam, Islamic diffusion, architecture, cities, science, rulers, mystics, and writers. A teachers' manual is also available. The kit is available through social studies supply houses.

## Visual and Performing Arts Resources

*Arabic Allover Patterns*. Edited by J. Bourgoin. New York: Dover Publications, n.d. This collection of 46 full-page geometric designs based on Islamic art patterns is available at a nominal price. Also available are *Islamic Patterns, Treasury of Turkish Designs, Islamic Designs for Artists and Craftspeople*, and *Arabic Art in Color*.

*ART THROUGH THE CENTURIES: Islam*. Sandak, 70 Lincoln Street, Boston, MA 02111, (617) 423-3990. Sandak has selected seven color slides from its extensive collection to create a set that is coordinated with this unit. The slides include five major mosques, a mosaic, and a Persian rug.

Daniel, Norman. *The Arabs and Medieval Europe*. London, U.K.: Longman, 1975. In this study, the Middle Ages provides the background for links between Arabs and Europeans. The author discusses the impression made by the Arabs, the reactions of the Europeans, and ideas shared by both groups.

*FOLKWAYS RECORDINGS*. Rockville, Md.: Smithsonian/Folkways, various titles and dates. Traditional Arabic music has an interesting way of combining rhythms that students like to imitate. The following albums related to this unit are available on cassette from Smithsonian/Folkways Records, 416 Hungerford Drive, Rockville, MD 20850, (301) 443-2314:

| | |
|---|---|
| 4204 | *Bedouin Music of South Sinai* |
| 4480 | *Arabic and Druse Music* |
| 6925 | *Arabic Songs of Lebanon and Egypt* |
| 8451 | *Melodies and Rhythms of Arabic Music* |
| 8818 | *Classical Arabic Music* |
| 8831 | *Classical Music of Iran*, Vol. 1 |
| 8832 | *Classical Music of Iran*, Vol. 2 |
| 8942 | *Sufi Ceremony/Rifa Ceremony* |
| 8943 | *Islamic Liturgy, Call to Prayer, Qur'an* |

Grabar, Oleg. *The Formation of Islamic Art*. New Haven, Conn.: Yale University Press, 1987. With an emphasis on the evolution of what came to be Islamic art, this is a useful resource for teachers.

al-Harjri-Rifai, Wahbi, and Mokhless al-Hariri-Rifai. *The Heritage of the Kingdom of Saudi Arabia*. Washington, D.C.: Georgetown Design Group, 1990. Ancient trade routes, natural resources, architecture, markets, and crafts are illustrated with magnificent color photographs. This is a great coffee-table book on the culture and environment of the kingdom of Saudi Arabia. For information, phone (202) 857-0060.

Janson, H. W. *History of Art: A Survey of the Major Visual Arts from the Dawn of History to the Present Day*. Englewood

Cliffs, N.J.: Prentice Hall; and New York: Abrams, 1967. This standard art history text is very useful and is frequently updated. It is a good source of pictures. The description of Islamic mosques of the medieval period is especially helpful in developing one of the concepts of the model lesson.

Lyrichord. The following recordings are available to supplement this unit. Contact Lyrichord Records, 141 Perry Street, New York, NY 10014, (212) 929-8234.

| | |
|---|---|
| 7160 | *Music of the Near East—the Oud* |
| 7186 | *Arab Folk Music,* Vol. 1 |
| 7198 | *Arab Folk Music,* Vol. 2 |
| 7229 | *Moroccan Folk Music,* Vol. 1 |
| 7235 | *Persian Love Songs,* Vol. 5 |
| 7238 | *Moroccan Sufi Music,* Vol. 2 |
| 7240 | *Music of Morocco—Pan Islamic Traditions,* Vol. 3 |
| 7303 | *Egyptian Exotic Music for the Oud* |
| 7336 | *Morocco—Wedding Songs and Rhythms* |

Meisler, Stanley. "The Golden Age of Andalusia Under the Muslim Sultans," *Smithsonian* (August, 1992), no pp. From the eighth to the fifteenth century, Islam ruled Spain's rich southern region; some of the priceless artwork from this region and era is shown in the color photographs illustrating this article.

*Middle Eastern Art*. Boston: Sandak Color Slides, n.d. Among the works in this set of ten slides are examples from Iran, Syria, Israel, Egypt, and Iraq. Included are an Iranian manuscript, the Dome of the Rock, and the Persepolis. For information, telephone (800) 343-2806.

*Music from the World of Islam.* This audiotape includes the muezzin's call to prayer, recitations from the Qur'an, several dance pieces, and European music influenced by Arabic music. Available from Arab World and Islamic Resources and School Services, 1400 Shattuck Ave., Suite 9, Berkeley, CA 94709.

Rice, David Talbot. *Islamic Art* (Revised edition). London: Thames and Hudson, 1991. This new edition of a standard work spans 1,000 years, from Spain to India, looking at the full range of Islamic art. It is beautifully illustrated.

Sachs, Curt. *The History of Musical Instruments*. New York: Norton, 1940. Sachs's work continues to be a mainstay of this area of research. Chapter 13 deals specifically with instruments of the Islamic world. Not for use by seventh graders, the book should be sought through public libraries by teachers of music and history.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, are available from this source. Print no. 1791, titled *Shahnameh of Baysunqur*, is a miniature painting from classical Persian literature that relates to this unit.

State-adopted textbooks for the visual arts. Various publications and dates. Chapters from the following textbooks adopted by the California State Board of Education or approved for legal compliance are devoted to topics related to this unit:

Mittler, Gene. *Art in Focus*. Mission Hills, Calif.: Glencoe, 1989. A section of the book is devoted to the art of Islamic Spain and features architecture and architectural details.

Ragans, Rosalind, and Jane Rhoades. *Understanding Art*. Mission Hills, Calif.: Glencoe, 1992. This book contains a discussion of calligraphy, architecture, rug crafting, and style in Islamic miniature painting.

*Treasures of Islam.* Edited by Toby Falk. Secaucus, N.J.: Wellfleet Press, 1985. Reproductions of paintings, ceramics, metalwork, arms, armor, textiles, architecture, and coinage are included in this volume.

VISUAL TEXTBOOK FOR THE CALIFORNIA HISTORY–SOCIAL SCIENCE FRAMEWORK: *Islam*. The University Prints, 21 East Street, Winchester, MA 01890, 617-729-8006. This company has prepared sets of 5 1/2" x 8" (14 x 20.3 centimetre) art prints that are coordinated with the seventh grade course model. The set for each unit is available boxed, loose-leaf, or bound in durable covers that open flat. Most prints are black-and-white, although some are in color; each print is captioned. Black-and-white prints may also be purchased individually (seven cents each). The prints show interior and exterior views of many mosques and include architectural details, mosaics, book illuminations, prayer rugs, paintings, and decorative features.

*The World History Videodisc: Non-European History*. Annapolis, Md.: Instructional Resources Corporation, n.d. This is an excellent resource for pictures on videotape. However, its high cost may limit its purchase to public and university libraries and audiovisual resource centers of county offices of education. For information, contact this company at (410) 263-0025.

# Geographic Background and Concepts: The Islamic World

In studying the origin and growth of Islam, students will be focusing on one of the most culturally, historically, and geographically complex areas on earth, a region that takes in parts of Asia, Africa, and Europe. Variously called the Islamic world, the Arab world, and the Middle East, this region is far more multidimensional than any one of these names implies.

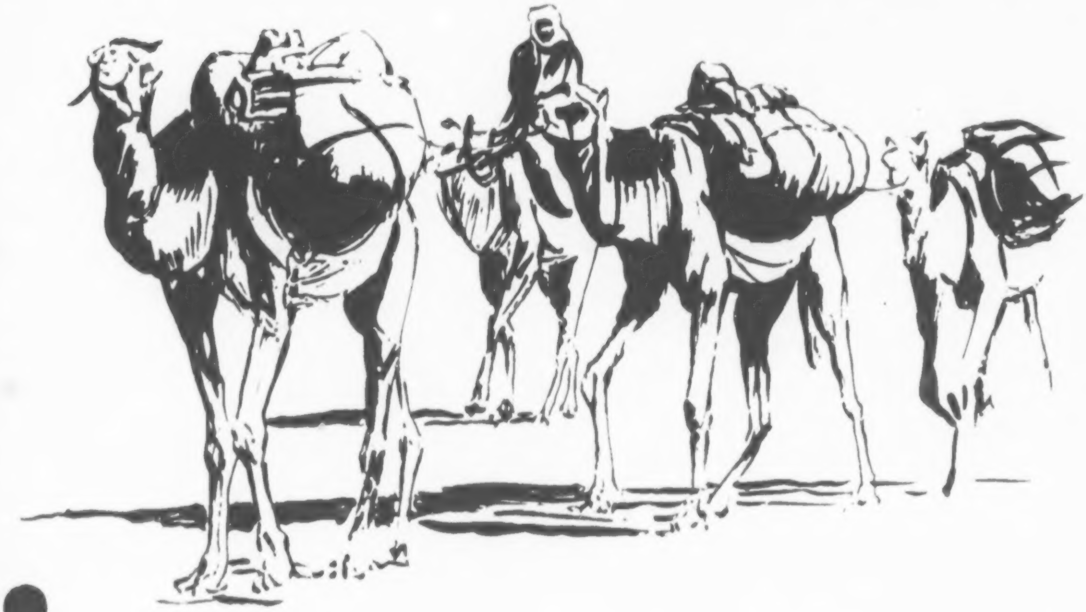
The *Islamic world* refers to the culture hearth of Islam, the area in which the teachings of Islam came to dominate religious and daily life. However, this term can be misleading, because, historically, the practice of Islam has not been confined to this region. Even today, Islam is important in parts of south Asia (Pakistan), southeast Asia (Malaysia and Indonesia), and sub-Saharan Africa. Also, in the so-called Islamic world, followers of other religions are present in large numbers: Christians in Lebanon, Coptic Christians in Egypt, adherents of ancient forms of Christianity in Ethiopia, and Jews in Israel. In general, then, the Islamic world comprises all countries in which Islam is the predominant religion, which includes much of black Africa, south Asia, and Southeast Asia.

The *Arab world* refers to those countries in southwest Asia and northern Africa where Arabic is the predominant language. However, these regions are ethnically very diverse and include many non-Arab peoples. Others in these regions include Turks, most Iranians, the Berbers of northwest Africa, Muslim populations in the Balkans (southeastern Europe), and most Israelis.

The *Middle East*, the most frequently used term for this region, was coined in 1902 by the American naval historian

Alfred Thayer Mahan. It later became part of official British usage and spread rapidly to other parts of the world, including the Middle East itself. As used today, the term refers to the area encompassing Egypt, Arabia, Syria, and the Persian Gulf region, distinct from the Near East (Turkey and parts of southeast Europe) and the Far East (China and Japan). Thus, the Middle East consists of the area referred to as the Arab world in addition to some non-Arab countries, notably those inhabited by the Turkish- and Persian-speaking nations.

The environment of most of the region is arid, characterized by warm temperatures and low rainfall. Population is concentrated mainly in those areas where water is easily available. These include river valleys (e.g., Mesopotamia and the Nile), coasts, and moister mountain areas (e.g., the Atlas Mountains of northwest Africa, the highlands of Lebanon, and the mountains and plateaus of Turkey and Iran). Note, for example, the nearby population concentration in the better-watered region known as the Fertile Crescent, a region extending northward along the eastern shore of the Mediterranean (the Levant) and then eastward into the Tigris and Euphrates river valleys in present-day Iraq (Mesopotamia). Compare this region with the sparsely populated desert areas in the interior of the Arabian Peninsula. In the drier desert regions, one



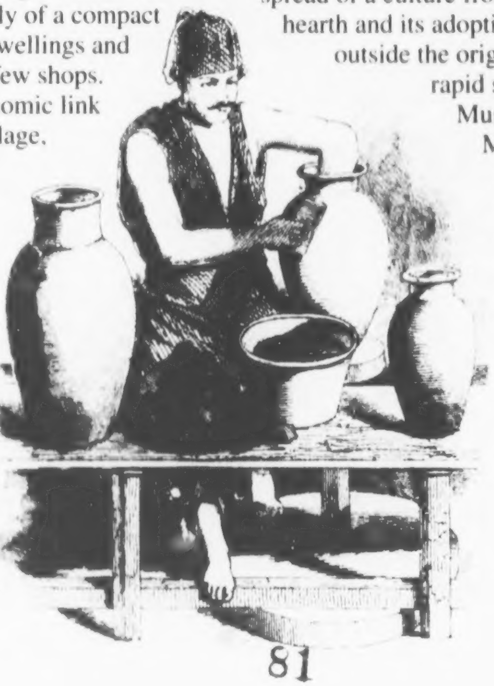
finds scattered concentrations of population around local water sources, such as wadis and oases.*

Traditional life in the Middle East centered on three types of communities: the city, the village, and the nomadic tribe. Although each community existed in a different setting and practiced a different way of life, each contributed to the support of the other two and thereby to the maintenance of the whole society. Cities were the homes of the society's elite and served as administrative, cultural, and trading centers; it was in the cities that trade goods from distant lands, such as tea and silk, could be purchased. The city was also the place where simple manufacturing of such things as metal goods, carpets, and cloth took place. The majority of the Middle East's population, however, lived in traditional farming villages, which were located almost any place where suffi-cient water was available. Villages tended to be simple, consisting usually of a compact cluster of mud-walled dwellings and maybe a mosque and a few shops. There was a strong economic link between the city and village, since farmers provided the city's food supply. In many cases, the village's agricultural land was controlled by landlords who lived in the city and claimed as much as 70 percent of the crop at harvest time. Pastoral nomads lived in a tribal society based on kinship and ruled by the tribal leader, or sheik. Nomadic life was dominated by the needs of the tribe's animals, particularly their need for pasture, water, and salt. Nomadic groups migrated frequently, from one source of pasture or water to another, to meet these needs. Nomadic tribes regularly supplied meat and animal products to the villages and cities. In return, villages supplied grain to the nomads, and cities provided manufactured goods, such as cloth and weapons, and trade goods, such as tea and sugar.

Several important geographic concepts are implied or mentioned in this unit. The following is a list of these concepts along with their definitions.

*Cultural expansion*—The outward spread of a culture from within a culture hearth and its adoption by peoples outside the original source area. The rapid spread of Islam and Muslim culture in Muhammad's lifetime and its continued spread into Africa, Asia, and Europe in the century after his death is a classic example of cultural expansion.

*Culture hearth*—The heartland or source area of a major culture. Southwestern Asia and the Arabian peninsula, in



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*An average temperature in Saudi Arabian deserts is 120° F (48.9° C). Students sometimes are amused to learn that during the Persian Gulf War, the Hershey Corporation philanthropically developed a chocolate bar that could withstand temperatures of up to 140°F (60°C). Since most chocolate melts at 78°F (25.5°C), the innovation was appreciated by many men and women in the U.S. armed forces.

particular, constitute the heartland of Islam, the source of its development and diffusion.

*Culture change*—Changes that can occur in a society's basic way of life. These changes can develop internally, from within a culture (cultural *innovation*), or they can be introduced from outside (cultural *diffusion*). The expansion of Islam produced significant changes in the cultures with which it came in contact. The effect of Islam on Spanish culture discussed in *Across the Centuries* (and often referred to as the Moorish influence) is a good example of this concept (see pages 95–100).

*Diffusion*—The process by which a culture or a cultural trait spreads from its source area across a much wider area. Diffusion occurs in various ways: through person-to-person contact (contagious diffusion); through the influence of the social elite who promote a new cultural idea (hierarchical diffusion); or by the migration of peoples who possess the cultural feature (relocation diffusion). The cultural expansion of Islam is an excellent example of this process.

*Population distribution and density*—Population is not distributed evenly throughout the world or even within local regions; some places are home to more people than others. The number of people living in a given area is referred to as its population density and is expressed in terms of people per square mile (or square kilometre). The Middle East shows distinct patterns of population distribution and density. Students should note, for example, the concentrations of population (and high densities) in areas close to sources of water, such as along coasts or in river valleys.

*Resources*—Useful raw materials that are extracted from the natural environment. These are often referred to as "natural" resources, but this term can be misleading, for no raw material is "naturally" a resource. It only becomes a resource once a society develops a way of extracting it and finds a use for it. The presence of petroleum in the Middle East illustrates this point. While today petroleum is one of the world's most valuable resources, it had little value in Muhammad's time, since neither the technology to extract it nor the demand for it existed (there were no automobiles or industrial machinery).

*Site* and *situation*—Terms applicable to the location of a given place. *Site* refers to the physical characteristics found at a location (e.g., on a hill or in a valley, on level ground or rocky ground), while *situation* refers to its relation to other places in the region (sometimes referred to as *relative location*). The cities of the Middle East provide good illustrations of both site (Cairo, for example, is located on a river delta, Tunis on the coast) and situation (Damascus and Mecca, for example, were located on major trade routes linking the region together).

For easy reference, the following chart lists the names of some places, both historical and contemporary, that are important to the study of the growth of Islam.

## Some Key Place Names

*Physical features*

- Arabian Desert
- Arabian Peninsula
- Atlas Mountains
- Bekaa Valley
- Caspian Sea
- Dead Sea
- Empty Quarter
- Euphrates River
- Jordan River
- Libyan Desert or Sahara
- Mediterranean Sea
- Nile River
- Nile Valley
- Persian Gulf
- Red Sea
- Sinai Peninsula
- Strait of Hormuz
- Taurus Mountains
- Tigris River
- Tunis
- Zagros Mountains

*Regions*

- Asia Minor (Anatolia)
- Fertile Crescent
- Levant
- Maghreb
- Mesopotamia

*Countries*

- Algeria
- Arabia (historical)
- Bildad al-Sudan (in West Africa)
- Byzantine Empire (historical)
- Egypt
- Iran
- Iraq
- Israel
- Kuwait
- Lebanon
- Libya
- Morocco
- Persia (historical)
- Saudi Arabia
- Tunisia
- Yemen

*Major cities*

- Alexandria
- Algiers
- Alleppo
- Baghdad
- Basra
- Beirut
- Cairo
- Casablanca
- Constantinople/Istanbul
- Córdoba
- Damascus
- Fez
- Jerusalem
- Kufa
- Mecca
- Medina
- Samarkand
- Tripoli

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## *Unit IV*

# *African States in the Middle Ages and Early Modern Times*

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(See page 64 of the *History–Social Science Framework*.)

**Suggested Time for the Unit: 20 class periods (4 weeks)**

| **Topics in Unit IV:** | **Suggested Time:** |
|---|---|
| ■ Geography of Africa (also integrated throughout other topics in this unit)<br>• Climatic regions of Africa<br>• The changing landscape over time<br>• Resources associated with major regions<br>• Effects of geographic features on people<br>• Interactions between Africa and other continents | 5 class periods |
| ■ Ghana<br>• Location and trade<br>• Commercial, cultural, and political power<br>• Islamic influences<br>• Conquest by the Almoravids<br>• Commonalities with Mali | 5 class periods |
| ■ Mali<br>• Location and trade<br>• Commercial, cultural, and political power<br>• Conversion to Islam<br>• Timbuktu as a center<br>• Mansa Musa | 5 class periods |
| ■ Songhay<br>• Songhay prior to conquest<br>• Conquest of Mali, including Sunni Ali and Askia<br>• Islamic influence in Songhay<br>• Conquest by Moroccan forces and its aftermath | 5 class periods |

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**Sample Topic:**

A correlated lesson with language arts: Ethical and cultural insights from African proverbs and folktales

**Suggested Time for Topic:**

5–6 class periods, divided between language arts and history–social science

## Uses and Significance of the Topic

*Metal plaque.* West Africa, 1600. The Fine Arts Museums of San Francisco, William H. Noble Bequest Fund (1980.3). Reprinted by permission.

In the *History–Social Science Framework,* instructional activities that are complementary to the study of historical topics, but not integral to the discipline of history itself, are termed *correlated* activities. The *Framework* encourages history–social science teachers to correlate their lesson plans with teachers of other subjects, such as language arts, science, and the visual and performing arts. Since many teachers have expressed the need for a useful model of correlated activities, we provide the following sequenced model, one that is adaptable to other topics of study in the seventh grade curriculum.

Nearly every nation in the world has its wise sayings, maxims, or proverbs. These sayings not only preserve the accumulated wisdom of a culture's experience but also offer standards by which many individuals conduct their lives. Examples include the Judeo-Christian biblical proverbs; the ancient Sanskrit, Persian, and Arabic sources; and the fables of Aesop, Avienus, and others. The term *proverb* literally means "for speech." As brief sayings that stand for longer narrations, proverbs are sometimes metaphorical, often authoritative. They are stimulating to study because their morals are briefly stated yet applicable to everyday life.

In their emphasis on ideas of morality and wisdom, African proverbs and folktales can enrich and extend the study of the African peoples of the Middle Ages and early modern times. Since the heritage of storytelling and inherited wisdom provides one means of linking the past to the present, the correlated lessons help strengthen the ethical, cultural, and geographic literacy strands of the curriculum. In "Developing the Topic" and in "Culminating the Topic," students see how ethical insights are expressed in the narrative form of the folktale and how geography is reflected in the stories told by people of a culture.

It is intended that history–social science and language arts teachers work together to achieve a sequenced correlation of history, geography, and literature. For teachers in self-contained settings, suggestions for correlating curricula are found at the end of "Culminating the Topic." Appendix IV-2 provides a helpful overview of the unit that complements the *Framework*'s course description.

## Presentation and Activities

A

### Beginning the Topic

This correlated lesson begins after students have some understanding of the geographic fea-

## Coordination with State-Adopted Textbook

**Unit 3, chapter 5, of *Across the Centuries* (pages 104–133) focuses on Ghana, Mali, and Songhay, as emphasized in the *History–Social Science Framework*. Chapter 6 of *Across the Centuries* broadens the study of Africa by including the history and geography of central and southern African civilizations. If teachers opt to include a study of chapter 6 in this unit, an alternate time frame is suggested for the four-week unit:**

| | |
|---|---|
| Geography of Africa | 2 class periods |
| Ghana | 3 class periods |
| Mali | 3 class periods |
| Songhay | 3 class periods |
| Bantu migration | 2 class periods |
| Coastal trading states | 2 class periods |
| Rise of Zimbabwe state | 2 class periods |
| Kongo Kingdom | 3 class periods |

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tures of Africa (see the first topic listed on the opening page of this unit).

1. Folktales, proverbs, and storytelling are among the great traditions of African cultures. These literary traditions reflect social customs, attitudes, beliefs, and wisdom. Discussing the literal and implied meaning of proverbs helps students to understand metaphorical language and to apply the proverbs to their everyday lives.

   The African proverbs are simple in their literal meaning but imply a deeper wisdom and moral truth. The elders of the tribes used proverbs to teach their young children lessons to live by. According to the Akan people of Ghana, "You do not give a talk to a wise child; you tell him a proverb." Sometimes proverbs are stated as metaphors. For example, one interpretation of the proverb "A log that lies in a river for a long time does not become a crocodile" is that one may move to a foreign place but cannot become a native of that place.

   Students write down four words that they associate with the term *proverb* (e.g., wisdom, parents, church, life) and then share them with the rest of the class. When they introduce the subject, teachers then take into account the extent of the students' comprehension or misconception.

2. Students refer to the chalkboard on which the teacher has written two African proverbs:

   The vulture does not cure baldness.

   A child who asks a question does not become a fool.

   In partners, students select one of the two proverbs and discuss its possible meaning.

   Students share their ideas with the whole class; they then refer to the Ewe (pronounced a-wa) proverbs in Figure IV-1. Proverbs 2 and 5 will have already been discussed, and the remaining ones are now shared and discussed as examples of wisdom applied to life experiences. Students should consider the following: How is geography reflected in the proverbs? How do the proverbs give good advice to people of cultures other than African? What are some instances from life that demonstrate the truth of the maxims? Student pairs confer, discuss a situation from daily life for which one of the

*Figure IV-1*

### Proverbs from the Ewe of Africa

1. **A housefly says that life is both ahead and behind.**

   These are the housefly's words as he rubs his front legs and hind legs alternately. They imply that life has a past, present, and future and that people should act in moderation because no one knows what the future has in store.

2. **The vulture does not cure baldness.**

   If the vulture could cure baldness, he would not be bald himself. This proverb implies that we should be wary of advice given to us, consider the source, and not act in haste.

3. **A mother does not refuse a bad child.**

   A mother can never deny that a child is hers. If children misbehave, she should correct them—not reject them.

4. **A child does not raise his father up to show him a cow.**

   Children should listen to their elders and not assume that they know more than their elders do.

5. **A child who asks a question does not become a fool.**

   Children should be encouraged to ask questions because that is a way to learn and grow in wisdom.

6. **Two people do not behave foolishly.**

   If one person is foolish, the other will learn and become wise.

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proverbs would be appropriate, and share their ideas orally.

For homework, students select one of the following assignments and complete it by the following day:

- Devise your own proverb that has the same moral as one of the Ewe proverbs, and be prepared to explain it to the class
- Identify a proverb from your ethnic or religious heritage, a family proverb, or a regional proverb with which you are already familiar, and be prepared to explain its meaning to the class. (Teachers may suggest a proverb to students who have difficulty thinking of one.)

*Society mask.* Mali, twentieth century. The Fine Arts Museums of San Francisco, gift of Dean C. Barnlund (1982.94). Reprinted by permission.

3. The next day, students meet as a whole class, with chairs arranged in a circle or horseshoe, and take turns sharing and explaining their proverbs. Those who have created their own proverbs may be the first to share them with the group and ask classmates to determine their meanings.

4. It is important for students to understand that proverbs reflect not only ethical or moral truths but also the cultures in which they originated. "Interpreting Proverbs," on page 123 of *Across the Centuries*, leads students through the process of analyzing proverbs for cultural and geographic clues.

   Examples in Appendix IV-1B and the first activity of "Extended and Correlated Activities" may be used to extend the study of proverbs.

**B**

## Developing the Topic

1. Along with proverbs, folktales often point out both the wisdom and folly of human beings. In so doing, such stories range from the tragic and admonitory to the

satirical and humorous. To demonstrate, the teacher selects one of the African folktales to read aloud to the class; Appendix IV-1A and pages 128–131 of *Across the Centuries* offer examples that are useful for this activity. What is the story saying to the reader or listener? How does the folktale help us better understand the place and people from which it came?

The teacher shows the chart in Figure IV-2 as a transparency in order to help familiarize students with the characteristics of the folktale genre. How do folktales differ from proverbs? What folktales have students previously read or heard?

2. Students meet in three large collaborative groups. Each group is assigned an African folktale to study, one not read aloud by the teacher. The tales may be read silently, or each group leader may read one aloud.

   After the reading, each group is responsible for three tasks:

   a. To devise a three- or four-sentence summary of its tale
   b. To determine the moral or point being made in the tale and state it as a sentence
   c. To list the cultural, geographic, and historical features evident in the tale

   Each student takes notes, and information is compiled for group consensus.

3. The next day, students form new groups of three persons each, consisting of one representative from each of the three previous groups. Each member shares the summary, moral, and features from the large-group discussions. Groups then consider whether they see any commonalities among the stories' themes, characters, morals, depictions of place, or other aspects. Students may refer to Figure IV-2 for reminders. Ideas are shared in a class discussion.

C

## Culminating the Topic

Commonality and diversity among cultures become more evident when students compare folktales and fables from a variety of cultures. In addition to collections and anthologies, picture-book versions (such as those of the Anansi tales) intended for younger readers are ideal

*Figure IV-2*

**What Is a Folktale?**

## A Folktale

- is an oral story, often not written down
- is told and retold, from generation to generation
- must sound as though the storyteller is speaking to the reader
- has a plot that is simple and direct
- establishes time and place quickly
- presents the problem, conflict, characters, and setting in the introductory part of the story
- has a quick, brief conclusion to maintain suspense
- has characters that distill human experience:
  - good
  - evil
  - wisdom
- reflects themes, ideals, examples:
  - rich oppress poor
  - spiritual beauty is better than physical beauty
  - patience, kindness, courage, wisdom, foolishness
- contains motifs (patterns):
  - long enchantment or sleep (coming of winter, death)
  - magical powers and transformations
  - wicked stepmother
  - clever trickster
  - fool
  - abused child
  - evil witch
  - magic objects
  - number 3; three wishes
  - enchantment
- can be a window on time, place, or culture

sources, since seventh graders can approach them from a more mature, analytical perspective.

Figure IV-3 lists sources of stories, including African-American story-descendants. Students rely on their knowledge of U.S. history to consider social and political events of the eighteenth and nineteenth centuries in the context of the tales.

Students are divided into groups of three, and each group is assigned a story to read, silently or aloud. First, group members discuss these two questions: What moral or message does the tale convey? How does the moral relate to people of today? For homework, each group member writes a paragraph describing a contemporary situation that shows the applicability of the moral today. Students are encouraged to draw from their experiences or from lives of people they have observed or read about. The teacher can provide a brief model based on an African tale of his or her own reading.

Students read their papers aloud to their groups the next day. Group members critique each other's papers, and then the writers revise their papers on the basis of peers' remarks. Students give the revised drafts to the teacher for review. (Later in the unit, a class storybook may be made from the collection of stories.)

The next day, the student groups meet again and discuss the following questions:

> What does your story tell you about the culture from which it came? Consider, for example, the following "clues": landforms, climate, plants, animals, birds, crops, fishing, hunting, families, dwellings, clothes, medicine, and religion.
>
> Which of these features figures most prominently in your story? Explain.

Students are given time to develop lists and select the prominent features and events. These are shared aloud with the whole class by group reporters.

Teachers should point out that one of the appealing aspects of many folktales is their dual nature: They are characterized by universality (apply to people all over the world) and uniqueness (reflect cultural qualities particular to a time and place). All of the great classics of literature have these two qualities, but often on a more challenging level. Students may share some of their personal experiences regarding the difficulties as well as rewards of reading literature written in a different time, place, and style.

Teachers in departmentalized schools may coordinate this culminating activity so that the two sets of questions are discussed during language

### *Figure IV-3*

## African and African-American Folktales:
## A Representative Sample

Teachers may find stories for the culminating activities in the sources listed below. Those titles followed by an asterisk (*) are included in the resource sections of this unit, with publishing information and annotations. The publisher and year of publication are given for other titles listed below.

**Anansi tales:**

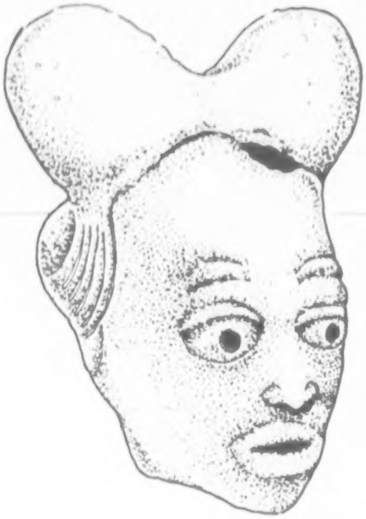
*Anansi and the Moss-Covered Rock.* Retold by Eric Kimmel (Holiday House, 1992)
*Anansi, The Spider: A Tale from the Ashanti.* Retold by Gerald McDermott (Holt, 1972)
*Anansi, The Spider Man.* Retold by Philip K. Sherlock (Harper Junior, 1954)
Aardema, Verna. *Anansi Finds a Fool**
Gleeson, Brian. *Anansi**

**Picture books and collections:**

*African Folktales.* Edited by Paul Radin*
Alexander, Lloyd. *The Fortune-Tellers**
Arnott, Kathleen. *African Myths and Legends**
Bryan, Ashley. *Beat the Story-Drum, Pum-Pum**
Hamilton, Virginia. *People Could Fly* (Knopf, 1985)
Harris, Joel Chandler. *The Complete Tales of Uncle Remus**
Knappert, Jan. *Kings, Gods and Spirits from African Mythology* (Bedrick, 1993)
Lester, Julius. *Tales of Uncle Remus: The Adventures of Brer Rabbit* (Dial, 1987)
Parrinder, Geoffrey. *African Mythology**
Reese, Lyn. *Spindle Stories**
Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale* (Morrow, 1993)

Some of the collections listed above, such as those by Virginia Hamilton and Julius Lester, contain background information that helps students relate the stories to historical conditions and circumstances.

For comparison and contrast, Jane Yolen's *Favorite Folktales from Around the World* (Pantheon, 1986) offers a broad array of tales from many cultures. The stories are conveniently categorized and can be matched with such tales as *Anansi Finds a Fool* or *The Fortune-Tellers.* Folktales written in both English and Spanish, such as *Atariba and Niguayona* (see "Resources for the Sample Topic"), are also useful.



arts class and history–social science class, respectively, on successive days. Teachers in self-contained classrooms may schedule the two periods back-to-back, as one long period, in the manner of core classes; or they may use two separate periods to focus on different aspects of the same material.

## Activities for Other Topics

Early in the unit, students should understand the eight major climatic regions of Africa and their influences on economic and cultural development. Students refer to a map of the climatic regions of Africa, such as the one on page 109 of *Across the Centuries*, and produce their own climatic maps using outline maps and colored pencils. As students proceed through the unit and learn of patterns of migration and trade, they add black arrows and labels to indicate the movements of peoples from Nok to the inland delta of the Niger River, which developed into the city of Jenne-jeno; the migration of Berbers from the Middle East to North Africa and then to Ghana; and the establishment of trade centers such as Koumbi.

With each addition to their maps, students explain, in writing, either on the outline map or in a journal, how the climate affected cultural or other developments. For example, Nok was situated in a tropical wet-and-dry region where clay was readily available; changes in climate around 4000 B.C. resulted in the migration of people from the once lush Sahara to West Africa. The detailed development of maps showing the relation between geography and history continues to the end of the unit.

At the unit's conclusion, students compare their maps to modern maps of Africa and explain the relationships they perceive between the locations of cities and major waterways. Students complete their maps by labeling any remaining physical features, such as savanna and desert areas, rivers, mountains, and lakes.

If desired, students may develop similar maps for each unit of study, compiling, in the process, a "seventh grade historical atlas." Selected maps may be displayed at events such as Public Schools' Night, and atlases and outlines may form major components of students' history–social science assessment portfolios.

When studying the Nok civilization, students learn that the Nok not only developed iron technology but also worked skillfully with clay. Students should consider the following questions: In what kind of climatic region did the Nok live? Applying this information, determine whether there is any likelihood that natural clay deposits occur in your (students') area. If so, students may do research to determine the existence of clay quarries, mills, or processors in the local region or the extent of clay manufacturing and potters' activities. If not, students may identify the nearest climatic region likely to have clay deposits or pits. A class secretary may draft a letter to clay companies inquiring about the type and uses of clay (which may include the production of bricks, sewer pipes, dinnerware, and sculpture), firms or professions that they supply, and similar questions. The Yellow Pages of telephone directories are helpful in locating ceramics suppliers.

Curators or docents from nearby museums may visit the class to explain or show the types of clay artifacts housed by the museums. Since Nok was known for its iron technology, iron foundries and artifacts may be incorporated into this project as well. In what ways are the local artifacts alike or different from those of Nok? Consider purpose, design, style, era of creation, cultural background, and other factors.

As students study the founding of Jenne-jeno on a Niger delta, they should develop a clearer understanding of the nature of deltas and their similarities throughout the world.

A delta is a triangular-shaped area created from the mud and silt deposited at a river's mouth. Why do deltas often have a great deal of agricultural potential? California, for example, has a productive delta where the Sacramento and San Joaquin rivers flow together into the San Francisco Bay. (The distances between Sacramento, Tracy, and Antioch form a triangular shape that outlines the general location of the delta.) Locate the California delta on a map, and identify crops grown in the region. How does this output compare with the agricultural activity on the island delta of Jenne-jeno?

Ghana was a major trading center because of its location between the salt mines to the north and the gold mines to the south. Salt and gold were of equal value during this time period in Africa. Investigate how salt was produced. Referring to a map showing the location of ancient Ghana, estimate the number of miles salt traders had to travel to bring salt to Koumbi.

To demonstrate the process of evaporation, prepare a shallow pan with saltwater and set it in the sunlight (preferably out-of-doors). Several days later, the residue that remains may be likened to the salt-drying pools of ancient Ghana. This process may be compared to salt production in California.

Ghana's capital, Koumbi, became an important growing and trading center that attracted many Arab merchants. Ghana's traditional religion was Sonike, but Arab merchants brought with them the religion of Islam. Ruling kings tried hard to keep the two religions apart, so each town was divided into two sections.

One section of Koumbi housed Muslims, and it contained large markets, mosques, and homes made from stone. The other section housed the Sonike, and its buildings were smaller and made mostly of wood and clay. After students list the characteristics of Koumbi in separate columns labeled *Muslim* and *Sonike,* they explain differences in architecture, drawing on what they learned in Unit III. How did the Koumbians modify the city to accommodate religious differences, yet link the two groups? What was the reason for the separation? Are there any cities in the United States today in which neighborhoods are formed according to religious differences alone? What effect would such a separation have on two groups—in Koumbi in the Middle Ages or in America today?

In connection with the study of Koumbi, students learn about the need for trade, its processes, and the social organization established within the kingdom. Joan Parrish-Major's *Ancient Ghana: Pre-Colonial Trading Empire* (see "General Resources") is a clearly organized instructional unit that points out geography's impact on trade and includes a firsthand account of Ghana and its royal town.

West African farmers adapted their farming methods to different climates and types of soil. In collaborative groups of three, students are assigned one of three West African regions: the dry regions of the Sahel, the wetter regions south of the Sahel, and the rain forests. Student teams use textbooks, encyclopedias, and any available library materials to research and report responses to such questions as the following:

> What are the geographic features of the region you researched? (e.g., terrain, climate, rainfall)
>
> What were the edible crops grown there? Why did they do well there?

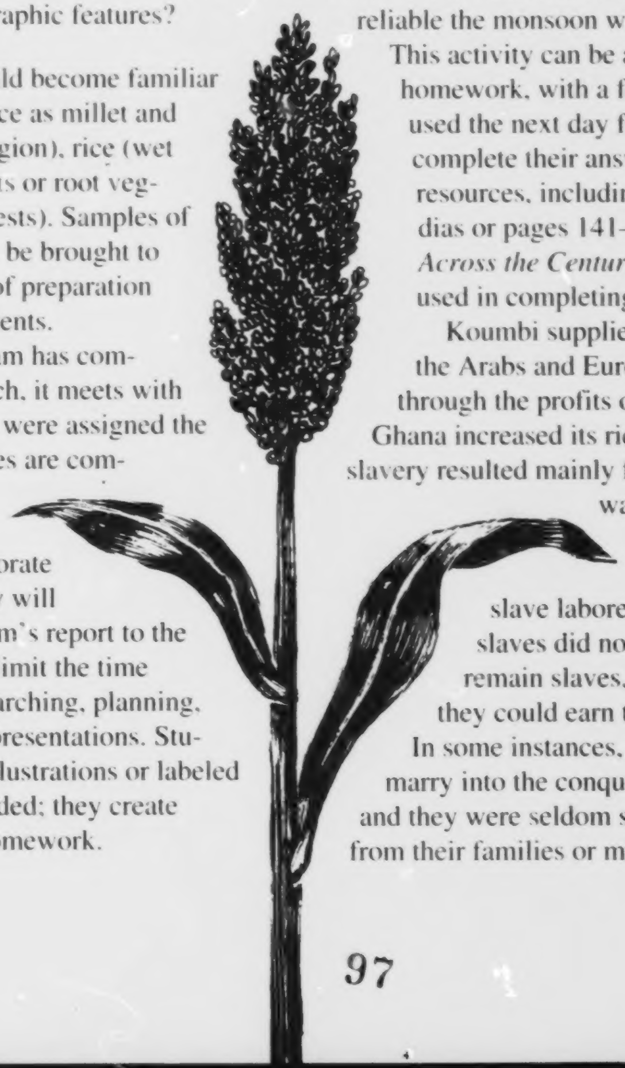
Do U.S. citizens today eat these crops? If so, how are they used? (Sample dishes may be shared, recipes may be given, or students may describe how these crops are sold in local supermarkets.)

Where are these crops grown today? How are these regions similar to those of West Africa?

How did agricultural techniques in these West African regions depend on their geographic features?

Students should become familiar with such produce as millet and sorghum (dry region), rice (wet region), and roots or root vegetables (rain forests). Samples of these foods may be brought to class and ways of preparation shared with students.

After each team has completed its research, it meets with other teams that were assigned the same topic. Notes are compared and clarified. All members collaborate to plan how they will present their team's report to the class. Teachers limit the time allotted for researching, planning, and rehearsing presentations. Students may use illustrations or labeled diagrams as needed; they create visual aids as homework.



Trading, migration, and farming all required water transportation in many areas of West Africa, southern Africa, and central Africa. The words *dhow* and *monsoon* are written on the chalkboard. Both were important factors in African trade with the Arabs. How were they important? In what ways did trade change over time because of monsoons? From what you know of African and Arab trade, determine how reliable the monsoon winds were? This activity can be assigned as homework, with a few minutes used the next day for students to complete their answers. Various resources, including encyclopedias or pages 141–142 of *Across the Centuries*, may be used in completing the activity.

Koumbi supplied slaves to the Arabs and Europeans; through the profits of this trade, Ghana increased its riches. African slavery resulted mainly from tribal warfare and the use of captives as slave laborers. In Africa, slaves did not have to remain slaves, however; they could earn their freedom. In some instances, slaves could marry into the conquering tribe, and they were seldom sold apart from their families or mistreated.

How do these practices differ from the treatment of African slaves in the New World?

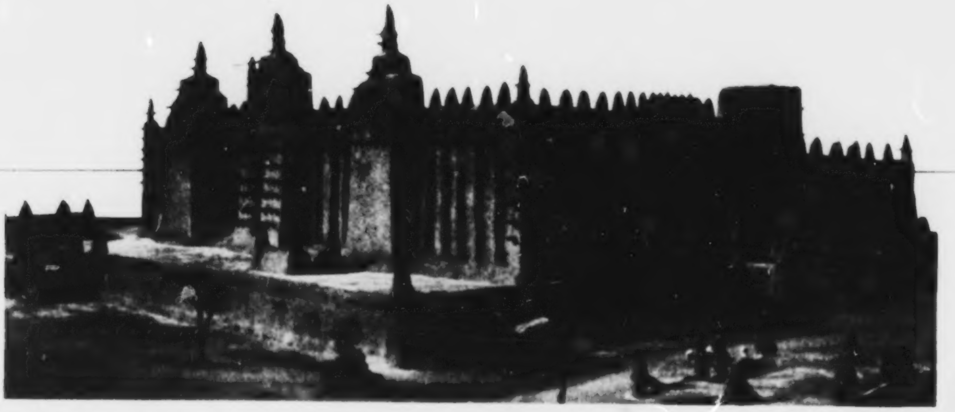
As part of the third topic for this unit (see the unit's opening page), students should learn about Mansa Musa, the great emperor of the fourteenth century. A particularly rich resource that develops the topic fully is Joe Palumbo's instructional unit, *Mansa Musa: African King of Gold,* published by the National Center for History in the Schools (see "General Resources"). The study focuses on the splendor and culture of Mansa Musa, includes a generous number of primary-source accounts that can be easily abridged for seventh graders, and makes geographic connections.

The empires of West Africa changed through time. Each empire grew larger and more prosperous than the one before. Such library resources as *Past Worlds: The Times Atlas of Archaeology* (Hammond, 1988) contain helpful maps showing trade routes and trading kingdoms from about 650 to 1750 (see pages 248–253).

After students have completed studies of Ghana, Mali, and Songhay, they refer to the three maps on page 121 of *Across the Centuries.* Student groups synthesize the information shown on the three maps and convert it to one map. Students use outline maps and colored pencils to color-code the three empires. A multicolored hatch work designates areas of overlap between empires. The Niger River and all important centers of trade and learning are placed on the maps. An exhibition label or information sheet attached to the bottom of the map explains the historical chronology as well as the importance of the Niger River to the empires.

*Equestrian figure* (terra-cotta). Mali. Photograph by Frank Khoury. National Museum of African Art, Eliot Elisofon Archives, Smithsonian Institution. Reprinted by permission.

Students study a map of Africa in 1502 drawn by Portuguese traders (see page 155 of *Across the Centuries*). They should note the icons used and speculate on their meanings and significance. Students then use outline maps and colored pencils or crayons to devise similar maps reflecting regional



*The Great Mosque, with its raised plaza.* Dijenné, central Mali. Reprinted by permission of *Aramco World.*

trade in Africa. They rely on their studies of Ghana, Mali, and Songhay to provide the details of the maps; they may indicate locations of the Kongo or other nations if they have studied any. Students devise legends to go with their summary maps. The slave trade may also be indicated on the maps.

A map by Juan de La Cosa, appearing on pages 36–37 of the library resource *Atlas of Columbus and the Great Discoveries,* by Kenneth Nebenzahl (Rand McNally, 1990), may also be used.

The two map activities described in this section may be used to assess students' knowledge of geographic factors and their abilities to use icons to convey data. The maps may be placed in students' history–social science portfolios.

## Extended and Correlated Activities

The proverbs listed in Figure IV-4 are collected from a number of Eastern cultures. Students may select one or more of the proverbs and prepare an explanation or interpretation, illustrating each proverb's application with examples from their own or others' experiences.

As an alternate activity, students may study a different proverb each day or each week. A proverb is written on the chalkboard at regular intervals over several weeks, and students are led in a discussion of its meaning, perhaps writing in their journals and applying its "message" to their lives or to current events and school life. Students are thus exposed to a variety of proverbs while developing reflective habits of mind.

Some of the proverbs in the chart have similar but subtly different meanings. Others, such as numbers 9, 10, and 11, touch on different facets of the same theme. Proverb 17 is comparable to a saying attributed to Benjamin Franklin, "An idle brain is the devil's playground." Proverb 21 has been echoed by an anonymous writer whose words have been quoted in commencement speeches: "I wish every young person could look into the future and

### *Figure IV-4*

### A Collection of Eastern Proverbs

1. Leave not till tomorrow what you can perform today.
2. If you can do good today, defer it not till tomorrow.
3. Never trust to appearance. Behold the drum: Notwithstanding all its noise, it is empty within.
4. A rich man who is not liberal (generous) resembles a tree without fruit.
5. He lives in true repose who bridles his passions.
6. There is no disease so dangerous as the want of common sense.
7. Want of [illegible] sense is worse than all the degrees of poverty.
8. Two things are inseparable from lying: many promises and many excuses.
9. The most precious acquisition is that of a friend.
10. If you wish your enemy never know your secret, never divulge it to a friend.
11. Watch your friends, except those of whom you are certain; but know that none can be a true friend but he who has the fear of God.
12. On many occasions, a good book supplies the place of an agreeable companion.
13. Envy has no rest.
14. He who possesses any art or science is at least equal to a great lord.
15. The orphan is not the person who has lost his father, but he who has neither wisdom nor a good education.
16. Take and give with equity.
17. The thought of evil frequently derives its origin from idleness.
18. To have pity on one's enemy when he is in distress is the mark of a great soul.
19. The happiness of life is only to be found when the conscience is pure and clean.
20. Soft words may appease an angry person; bitter words never will.
21. If a man foresaw his end and his exit from this life, he would abhor his actions and their deceitfulness.
22. A thousand years of (fleshly) delight do not deserve the risk of our lives for a single moment.
23. When wisdom entereth into thine heart and knowledge is pleasant unto thy soul, discretion shall preserve thee, understanding shall keep thee.
24. As soon as a person takes pleasure in hearing slander, he is to be ranked in the number of slanderers.
25. Do not speak until you have thought on what you intend to say.
26. One coat, one house, and one day's food is enough for you; and should you die at noonday, you will have half too much.
27. It is a blessing to a house to have a number of guests at table.
28. It is better to perish with hunger than to deprive the poor their bread.
29. Partial knowledge is better than total ignorance; if you cannot get what you wish, get what you can.
30. Live not on credit, and you shall live in liberty.
31. Covetousness leads to poverty; but he is truly rich who desires nothing.
32. One resembles those the company of whom he most frequents.

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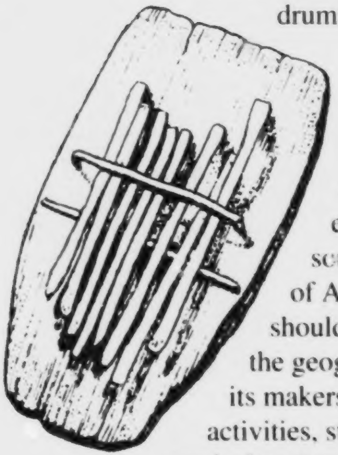
read his or her own obituary, and then either live up to it, or live to change it."

The music of Africa provides a rich source of activities correlated with visual and performing arts. Students should hear examples of African drumming, of music played on African instruments, and of call-and-response songs; they should also themselves make music employing some of the sounds and characteristics of African music. They should see how music reflects the geography and daily life of its makers. Through performance activities, students learn about musical texture, counterpoint, notation, and other musical elements.

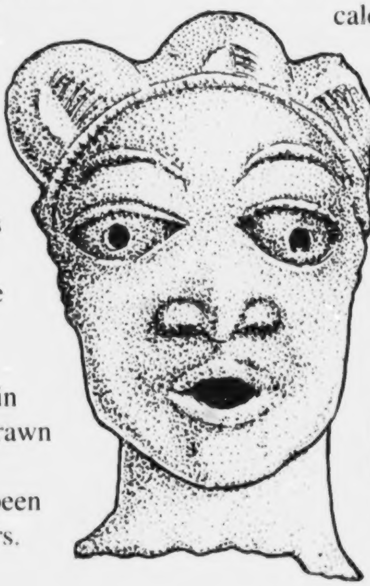


The charts on pages 264–265 of *Musical Instruments of the World* (Facts on File, 1978) suggest the variety of instruments in African music. Color photographs of such instruments as the likimba, Sansa, African xylophone, kalengo, two-tone bell, and rattle are found on pages 5–51 and 54–55 of Ardley's *Eyewitness Books: Music* (Knopf, 1988). Smaller-sized, classroom versions of some of these instruments (or those that make inexpensive substitutes) are available from such firms as Rhythm Band, listed in the "Visual and Performing Arts Resources." The 1980 textbook *THE SPECTRUM OF MUSIC: Afro-American Music* (pages 5–29) contains helpful information for classroom activities; Lynne Jessup's *Afro Ensemble* and Bill Matthews's monograph "Conga Joy" also are helpful to music specialists who are correlating lessons with history–social science (see "Visual and Performing Arts Resources"). How does physical geography indirectly influence the construction of instruments? How does the particular construction affect the timbres or sound qualities of these instruments? What are the purposes of African music beyond that of entertainment?

Students should learn that the careful observation and analysis of artworks help them to know about cultures of the past. For example, the Nok people of sub-Saharan Africa were skilled potters. The Nok *Head,* shown on page 110 of *Across the Centuries,* gives us many clues about the culture. Students examine the reproduction and develop a list of features they see in the work. Comparing this work to a familiar, realistic sculpture such as that of Abraham Lincoln in the Lincoln Memorial or to a portrait like that of George Washington on a one-dollar bill

### *Figure IV-5*
### The Nok *Head*

Over 150 Nok sculptures have been discovered, indicating that this culture was sophisticated and relatively wealthy. These sculptures are made of terra-cotta, a type of clay that, when fired, produces objects that can survive for more than 2,000 years. The Nok *Head* has eyes that are geometric, resembling inverted triangles with circles pierced through to represent the pupil. The arches of the eyebrows replicate the curves of the flaring nostrils. The shapes of the head and the hairstyle are symmetrical. The mouth and ears are pierced, which would help with the drying of the clay during the firing process. The holes in the hair, which is drawn up in a number of "buns," may have been used to hold feathers. There is also a decorative hair band around the head which, along with the hairstyle, gives evidence of a culture that was affluent enough to spend time and effort on self-decoration. In some African cultures, artists made the head larger and therefore more important than the rest of the body because they believed the head was the source of life force in human beings. This head is smaller than life-size, but calculating from typical African proportions of one-to-four, the full-size body would have been about four feet tall. The clay is about .5" thick (1.27 centimetres), and the head weighs about 9.5 lbs. (4 kilograms). Making such a large terra-cotta figure is a notable technical accomplishment.



will help students identify distinguishing characteristics such as the hairstyle, shape of the eyes, clothing, and body adornment. After developing their lists, they can read or listen to the description of the Nok *Head* written from the point of view of an art historian and reflect on how their observations compare with this description (see Figure IV-5).

Although the context in which objects like the Nok *Head* were used is unknown, some art historians believe that they may have had a religious function. Many figures are depicted standing, suggesting gods or deified ancestors; other figures appear in a kneeling position, suggesting devotees. It is possible also that figures were used as personal offerings to the dead.

The Nok culture, dating roughly from 500 B.C. to A.D. 200, became known in 1943 after a clerk at a tin mine discovered a terra-cotta head near the village of Nok. (*Terra-cotta,* literally "baked earth," refers to the clay often used for artistic and architectural purposes; artists use this term for pottery or clay sculpture.) While little is known about the Nok culture, some art historians say that it appears to have been the source of subsequent art traditions that predate European influence in the region.

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

### Resources for the Sample Topic

Aardema, Verna. *Anansi Finds a Fool.* New York: Dial Books for Young Readers, 1992. This book, along with the author's *Why Mosquitoes Buzz in People's Ears* (Dial, 1978), *Rabbit Makes a Monkey of Lion* (Dial, 1989), and *Bringing the Rain to Kapiti Plain* (Dial, 1981), may be intended for younger readers, but the stories are recommended for readers of any age level. Knowledge of the Anansi stories is essential for every schoolchild's cultural literacy.

***African Folktales*. Edited by Paul Radin. New York: Schocken, 1987. This handy paperback contains a number of folktales that can be used as core literature, for storytelling, for independent or small-group reading, or simply for reading aloud for enjoyment.

*African Folktales: Traditional Stories of the Black World.* PANTHEON FAIRY TALE AND FOLKLORE LIBRARY series. Edited and retold by Roger D. Abrahams. New York: Pantheon, 1983. Now available in paperback, the volume is a significant addition to the distinguished Pantheon series of folklore collections. A companion volume in the series is *Afro-American Folktales: Stories from Black Traditions in the New World* (Pantheon, 1985).

*Alexander, Lloyd. *The Fortune-Tellers.* Illustrated by Trina Schart Hyman. New York: Dutton Children's Books, 1992. Set in the West African country of Cameroon, this original tale is akin to traditional folktales contrasting foolishness and wisdom, destiny and human initiative. The story and the illustrations are sophisticated enough to use in the middle grades.

**Arnott, Kathleen. *African Myths and Legends.* New York: Oxford University Press, 1962. Currently issued in paperback, this collection includes stories from several regions of the continent. "The Man Who Learned the Language of the Animals" and "Spider and Squirrel" may be coordinated with the study of Ghana, for example; "Tortoise and Lizard" is one possible choice for the study of Bantu. Arnott's *Tales of Temba* (Walck, 1969) is out of print but available in libraries.

*Atariba and Niguayona: Tales of the Americas/Cuentos de las Américas.* Adapted by Harriet Rohmer and Jesús Guerrero Rea. San Francisco: Children's Book Press, 1988. Niguayona's quest to save the life of Atariba illustrates the source of his heroism: He is attentive to the voices of nature. This Taino tale illustrates humility of spirit and total commitment to a task. Some of the tales from this series also are relevant to Unit V. The text is in both English and Spanish.

*Bryan, Ashley. *Beat the Story-Drum, Pum-Pum.* New York: Atheneum, 1987. These captivating folktales depict human folly and virtue with humor and insight. They lend themselves to telling or reading aloud.

*Connah, Joseph E. *Africans and Their History.* New York: New American Library, 1987. This valuable volume of general history is issued in a convenient paperback.

*Cosentino, David. "Elephants in African Folklore" and "The Elephant Woman," *Faces: The Magazine About People* (September, 1992), no pp. From generation to generation, African youngsters have grown up hearing folktales told by family members and neighbors. In some stories, animals act the parts of humans; in others, animals are portrayed as very distant from people, deserving respect and their own domain. These articles complement the folklore activities. For information on purchasing back copies, contact Cobblestone Publishing, Peterborough, NH, 03458, (603) 924-7209.

Courlander, Harold, and George Herzog. *The Cow-Tail Switch and Other West African Stories.* New York: Holt, Rinehart and Winston, 1947 (reissued in paperback, 1988, Henry Holt and Co.). This collection of 20 folktales, mostly from the Ashanti country, is the source for the folktales reproduced in Appendix

IV-A. The tales are told with humor, wit, and charm and are enhanced by beautiful black-and-white drawings. Vivid characterizations make these tales especially conducive to reading aloud. Both students and teachers will find this collection enjoyable and instructive.

Gleeson, Brian. *Anansi*. New York: Simon and Schuster, Rabbit Ears Books, 1992. Anansi makes a cultural transfer from his native Africa to Jamaica in this picture-book version of the famous trickster tales. An audiocassette, also available, features Denzel Washington's humorous reading.

Harris, Joel Chandler. *The Complete Tales of Uncle Remus*. Boston: Houghton Mifflin, 1955. In his tellings of authentic African-American tales, Harris strove to preserve Southern dialects. Through the character of Uncle Remus, Harris recorded the middle Georgia dialect, which he heard in his hometown of Eatonville, Georgia. Through the character of African Jack, or Daddy Jack, he recorded the Gullah dialect of Savannah and the sea islands. Both characters were based on revered storytellers whom Harris had known in his youth.

*Mieder, Wolfgang. *The Prentice-Hall Encyclopedia of World Proverbs: A Treasury of Wit and Wisdom Through the Ages*. Englewood Cliffs, N.J.: Prentice Hall, forthcoming. This is an exhaustive collection of proverbs from cultures throughout the world, including many African cultures. Introducing proverbs to students encourages them to look at the values and beliefs of the peoples they represent. Proverbs are cataloged by topic.

Parrinder, Geoffrey. *African Mythology*. LIBRARY OF THE WORLD'S MYTHS AND LEGENDS series. New York: Bedrick, 1992. This book presents the beliefs of sub-Saharan African peoples in addition to myths of Madagascar. The stories come from East and West Africa and are accompanied by numerous examples of African art that illustrate various facets of African life.

## General Resources

**Abubakari: The Explorer King of Mali* (Videocassette). Grand Rapids, Mich.: All Media Productions, 1993. Rumors of a rich and powerful civilization across the ocean impelled Abubakari II, Sultan of Mali, to set out from the shores of Gambia in 1311. This 15-minute videotape presents glimpses of a sophisticated country and an account of exploration long before Columbus. For further information, call (800) 800-4354.

*Addison, John. *Traditional Africa*. St. Paul, Minn.: Greenhaven Press, 1980. This student booklet presents a brief survey of African history through many illustrations and a number of excerpts from primary sources. It is available from social studies supply houses.

***Ancient Africa*. UNESCO GENERAL HISTORY OF AFRICA series, Vol. 2. Edited by G. Mokhtar. Berkeley: University of California Press, 1980. Long available only as an expensive college reference series, selected volumes of this encyclopedic history of Africa are being issued in abridged, paperback editions and are often available in both university and public libraries. Volume 2 deals with ancient civilizations; Volume 3 covers African history from the seventh to eleventh centuries.

Atmore, Anthony, and Gillian Stacey. *Black Kingdoms, Black Peoples*. London, U.K.: Orbis, 1979. Divided into chapters on the kingdoms, the people, arts and religion, and trade and crafts, this oversize book contains a wealth of good pictures. It is available in libraries.

ibn-Battuta. *Travels, A.D. 1325–1354. Hakluyt Society Works,* series II: Vols. 110–117. Translated by H. A. R. Gibb. New York: Kraus Reprints, 1962. During the fourteenth century, ibn-Battuta traveled throughout Asia, Africa, and parts of Europe, frequently with caravans. These volumes are suggested for teachers' background reading. Excerpts are possible for classroom use.

Bovill, E. W. *The Golden Trade of the Moors* (Second edition). London, U.K.: Oxford University Press, 1968. Focusing on North African trade, this book contains information on the kingdoms of Ghana and Mali and an entire chapter on Mansa Musa. The Hakluyt Society's three-volume *Missions to the Niber* series by Bovill has been reprinted by Kraus Reprints in two volumes. Consult college and university libraries for these books.

Brooks, Lester. *Great Civilizations of Ancient Africa*. New York: Scholastic, Four Winds, 1971. This book presents a survey of civilizations that flourished throughout the continent of Africa. Maps and photographs illustrate the text. Though out of print, the book is sometimes available in libraries.

**The Cambridge History of Africa*. Cambridge, U.K.: Cambridge University Press, 1986. This extensive, multivolume history series is found in large public and university libraries. Volumes 2 and 3 relate specifically to the time periods studied in this unit.

**Caravans of Gold* and *Kings and Cities*. *Africa* videotape series, Tape II. London: RM Arts, 1986. Hosted by the distinguished scholar Basil Davidson, the *Africa* series focuses mainly on present-day life on the continent. Tape II, however, traces the roots of the medieval gold trade and examines its influence on the African continent. It also shows a fifteenth-century palace and one of the few remaining monarchical courts to preserve ancient rituals. Teachers should preview the videotape and select excerpts.

*Chu, Daniel, and Eliott Skinner. *A Glorious Age in Africa: The Story of Three Great African Empires.* Trenton, N.J.: Africa World, 1990. The flourishing civilizations of Ghana, Mali, and Songhay are described in this book for young readers. Hardback and paperback editions are currently available.

*Clark, Leon. *Through African Eyes* (Revised edition). New York: Center for International Training and Education, 1991. This is a collection of source documents from the African perspective. All periods in Africa's history are covered, and some documents are related to West African kingdoms of the Middle Ages. A teachers' guide is also available.

*Connah, Graham. *African Civilizations: Precolonial Cities and States in Tropi-*

*cal Africa.* Cambridge, U.K.: Cambridge University Press, 1987. This resource for teachers, described as "an archaeological perspective" by the author, is proving to be a helpful resource for teachers researching precolonial Africa. It is recommended for background reading and should be sought through public or university libraries.

*Davidson, Basil. *African Kingdoms.* Various editions and dates. A well-illustrated chapter in this volume, currently out of print, details the history of the four African trading empires—Ghana, Mali, Songhay, and Kanem-Burnu. Also see Davidson's *History of West Africa* (Longman, 1978), which examines the major kingdoms of that region, and other works by the same author. These titles are suggested for reading by teachers.

Dunn, Ross. *The Adventures of Ibn Battuta, a Muslim Traveler of the Fourteenth Century.* Berkeley: University of California Press, 1986. In this book intended for adult readers, Dunn traces the travels and thoughts of Battuta with accounts of the Africa that Battuta saw firsthand. He relies on extensive primary-source materials, and excerpts are appropriate for classroom use.

**Early Arabic Sources for West African History.* Edited by Nehemia Levtzion and J. F. P. Hopkins. London, U.K.: Cambridge University Press, 1981. A compendium of material written by Arab scholars and travelers who went to West Africa during the Middle Ages, this book contains many fascinating stories. It is available through libraries.

Fisher, Angela. *Africa Adorned.* London, U.K.: William Collins, 1984. Colorful with gorgeous photographs, this large, coffee-table book is a rich pictorial resource for teaching about Africa.

*Frank, Irene M., and David M. Brownstone. *To the Ends of the Earth.* New York: Facts on File, 1984. Although a general survey of trade and exploration routes, this volume has an extremely useful chapter describing the Sahara trade routes, documenting trade between the African kingdoms and North Africa. This resource for teachers can also be used by some students.

**Garlake, Peter. *Kingdoms of Africa.* THE MAKING OF THE PAST series. New York: Bedrick, 1990. This book, useful for teachers and students, surveys the geography and history of the kingdoms of Africa and contains a wealth of illustrations, including maps, photographs of antiquity, and drawings. Distinguished historians serve as advisers to the series, which is available from social studies supply houses.

Giblin, James Cross. *Be Seated: A Book About Chairs.* New York: HarperCollins, 1993. Interweaving social and technological history, Giblin presents a clever and novel history that covers different times and places. "The Golden Stool of the Ashanti" (Chapter 8) is relevant to this unit.

*Harris, Joseph. *Africans and Their History.* New York: Mentor, 1987. This is a widely used, general survey of the history of Africa from prehistoric to present times. It is obtainable through social studies supply houses and is suggested for teachers.

*July, Robert W. *A History of the African People* (Fourth edition). New York:

Scribner/Macmillan, 1980. This is a useful general history for teachers' background reading.

*Koi and the Kola Nuts*. Retold by Brian Gleeson. New York: Simon and Schuster, Rabbit Ears Books, 1992. This delightful African folktale tells the story of young Koi's journey to a village where, aided by other creatures, he fulfills three impossible tasks and finds his rightful place in the world.

Leo Africanus. *The History and Description of Africa*. Various editions and dates. Hasan al-Wazzan (Leo Africanus) was born in Granada toward the end of the fifteenth century. During the sixteenth century he traveled throughout the East as an itinerant merchant. His account of his travels in Africa includes some firsthand accounts of life in Timbuktu; he describes the scarcity of salt, the king's gold, the arrival and departure of caravans, and the culture of the city. Consult libraries for copies.

*Levtzion, Nehemia. *Ancient Ghana and Mali*. New York: Holmes and Meier, 1980. Formerly published in 1973 by Africana Publishing Company, this is perhaps the most comprehensive study of the trade, culture, and government of these two civilizations. It is recommended for teachers.

*Lunger, Norman; Katherine Randall; and William Johnson. *Early Civilizations in Asia, Africa and the Americas. SCHOLASTIC WORLD HISTORY PROGRAM*. New York: Scholastic, 1987. This student textbook contains a unit on African history, with two chapters covering the kingdoms of Ghana, Mali, and Songhay.

Matthiessen, Peter, and Mary Frank. *Shadows of Africa*. New York: Abrams, 1992. Color photographs make this a valuable teachers' resource; the text is perhaps too challenging for some seventh graders.

*Nebenzahl, Kenneth. *Atlas of Columbus and the Great Discoveries*. Chicago: Rand McNally, 1990. A lavish, oversize treasury of historic maps, this book makes it possible to trace history through the eyes of those who made history. It is recommended for school libraries.

Nwosu, T. C., and J. Nottingham. *The Encyclopedia of Africa*. New York: Franklin Watts, 1976. This reference for young people contains information about the history, geography, economy, famous people, and life-styles of African people, past and present. Information on the African states during the Middle Ages is ample and well illustrated. Using a book such as this encourages students to consider the relationship between geography and history. No longer in print, it may still be available in libraries.

**Palumbo, Joe. *Mansa Musa: African King of Gold*. Los Angeles: National Center for History in the Schools, 1990. This teaching unit emphasizes geography and the critical use of primary-source documents. Copies may be ordered from the publisher at Moore Hall 334, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90024-1521; (310) 825-1521.

**Parrish-Major, Joan. *Ancient Ghana: Pre-Colonial Trading Empire*. University of California, Los Angeles: National Center for History in the Schools, 1992. This instructional unit is a vital resource

for teachers. The author leads teachers through four lessons on geography and trade. Copies may be ordered from the same address given in the Palumbo annotation, immediately preceding this one.

**Past Worlds: The Times Atlas of Archaeology*. Maplewood, N.J.: Hammond, 1988. First published by the book division of the *Times* (London), this large and colorful historical atlas is useful for teachers and students. We recommend that it be purchased by school libraries and shared among teachers and classrooms throughout the year.

*Peck, Ira; Elise Bauman; and William Johnson. *Early Civilizations in Asia, Africa, and the Americas. Scholastic World History Program.* New York: Scholastic, 1986. Designed as a supplementary textbook, this student resource contains many engaging chapters related to African history. The publisher issues a teachers' manual containing varied instructional ideas and resources.

**Reese, Lyn. *Spindle Stories*. Berkeley, Calif.: Women in the World, 1990. Among the contents in this teachers' resource is a story in which a woman, Queen Amina, narrates West African history. For copies, write the publisher at 1030 Spruce Street, Berkeley, CA 94707.

Ross, Michael. *Cross the Great Desert*. London, U.K.: Gordon-Cremonesi, 1977. This is a retelling of the experience of explorer René Caillie. Although he wrote in the nineteenth century, Caillie told a story that could have been told 1,000 years before. This book is available through libraries.

**Trimingham, J. S. *A History of Islam in West Africa*. London, U.K.: Oxford University Press, 1962. This handy paperback has been an enduring work and is highly recommended for reading by teachers.

Whitman, Sylvia. "The Arab Entry into Africa," *Calliope World History for Young People* (September/October, 1992), no pp. The Arab invasion of Africa is described. Included are accounts of the Berbers, Abdullah ibn-Saad, ibn-Abdel Hakim, and the holy city of Kairouan.

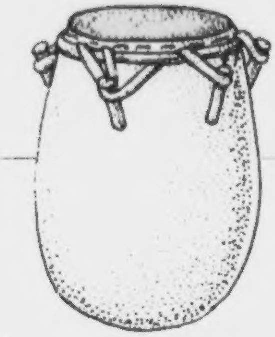
*Wisniewski, David. *Sundiata: Lion King of Mali*. Boston: Houghton Mifflin, Clarion, 1992. This sophisticated picture book is recommended for both teachers and students.

## Visual and Performing Arts Resources

*Africa Kit A and B*. Ethnic Arts and Facts Educational Culture Kits. P.O. Box 20550, Oakland, CA 94620. This kit contains musical instruments, a Zairian mask, and other traditional artifacts.

*African Art*. National Gallery of Art Extension Services, Washington, DC 20565 (free loan program). This program reviews works of African art in the context of their ritual uses and their regional or tribal characteristics. Included are 77 slides, one audiocassette, and accompanying text. For purchasing information, contact Sandak at (800) 343-2806.

*African Art*. Sandak Color Slides, 70 Lincoln Street, Boston, MA 02111,



(800) 343-2806. This set of ten slides presents art from the many cultures of Africa, including bronzes of the Court of Benin, a water vessel by Bushmen of Botswana, and a toy truck made of wire from Bukina Taso.

African Art. Universal Color Slide Co., 8450 S. Tamiami Trail, Sarasota, FL 34238. African art and its connection to the spirit world are explored through four diverse slide sets: *Art of Africa, African Tribal Sculpture, African Artifacts,* and *African Masks.* Rituals and religious sculpture in bronze, ivory, wood, and terra-cotta are depicted, as well as tribal society masks and artifacts. Major works from Benin, Nigeria, and the many diverse regions of Africa are included. For information by phone, call (800) 326-1367.

Arom, Simha. *African Polyphony and Polyrhythm: Musical Structure and Methodology.* New York: Cambridge University Press, 1991. Issued in association with the Maison des Sciences de l'Homme, this book is suggested as background reading for music specialists. It is best sought in public or university libraries.

*The Art of the Dogon.* Videotape. Crystal Productions, Box 2159, Glenview, IL 60025. The Dogon people of Mali possess one of the richest artistic traditions in Africa. This program places Dogon art in the context of Dogon culture.

*ART THROUGH THE CENTURIES: Sub-Saharan Africa.* Sandak Color Slides, 70 Lincoln Street, Boston, MA 02111. A set of five slides has been compiled by Sandak to correlate with this unit. Prints include a ceramic vessel, two masks, a sculpture, and a headrest. For purchasing information, contact Sandak at (800) 343-2806.

Claudia's Caravan, P.O. Box 1582, Alameda, CA 94501, (510) 521-7871. This supplier sells authentic musical instruments from Africa, South America, and other areas of the world. A catalogue is available upon request.

Jessup, Lynne. *Afro Ensemble.* Fort Worth, Tex.: Harris Music Co., 1981. This book is a helpful resource for music teachers wanting to lead students in exploring African drumming. Copies are available from World Music Press, listed in this section.

John's Music, 4501 Interlake North, No. 9, Seattle, WA 98103. This firm is one of the few outlets on the West Coast that carry an extensive line of African instruments, music, and recordings. This distributor's catalog is helpful. For further information, telephone the company at (800) 473-5194.

Matthews, Bill. "Conga Joy." Seattle, Wash.: John's Music, n.d. This is a monograph on African drumming and its cultural importance. Especially noteworthy are the examples of drum rhythms. Telephone the publisher at (800) 473-5194 for purchasing information.

*Paker, Josephine. *Beating the Drum. THE MILLBROOK ARTS LIBRARY* series. Brookfield, Conn.: Millbrook Press, 1992. This is a multicultural approach to the development of membranophones, or drums. Hands-on projects for the construction of various types of drums are useful for both sixth and seventh grades. Companion volumes in the series include *Music from Strings; Flutes, Reeds, and Trumpets;* and *Rattles, Bells, and Chiming Bars,* all of which are recommended for correlating history–social science classes and music electives.

Segy, Ladislaus. *Masks of Black Africa.* New York: Dover, n.d. This volume contains 246 striking photographs of masks from Guinea, Mali, Liberia, Ivory Coast, Upper Volta, Nigeria, Cameroon, Zaire, and other areas. Detailed captions accompany the photographs. Also available is *African Sculpture,* with many photographs of work from the Ashanti, Yoruba, Benin, and other cultures.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, available from this source include *Ancient African Kingdoms: The Yoruba* (masks, sculpture, fabric, and other artifacts).

State-adopted textbooks for music, various publications and dates. Sections from the following music textbooks relate to this unit:

*Holt Music* (Holt, Rinehart and Winston) contains lessons on an African Ewe dance and one on the dance-song tradition.

*Music and You* (Macmillan) includes "Allundé Alluya," an African prayer and lullaby.

*World of Music* (Silver Burdett) includes a study of the qualities of African music, a Yoruba dance, and a Zulu folk song.

State-adopted textbooks for visual arts, various publications and dates. Chapters from the following textbooks adopted by the California State Board of Education or approved for legal compliance are devoted to topics related to this unit:

*Art in Focus* (Glencoe) devotes a section to the art of tribal Africa, including bronze casting, wood carving, masks, and figures. The social and cultural contexts of the examples are included.

*Understanding Art* (Glencoe) presents lessons on sculpture, bronze, and masks.

*Tribal Design.* Crizmac Art and Cultural Education Materials, P.O. Box 65928, Tucson, AZ 85728-5928, (602) 323-8555. This program introduces students to images of multicultural art from five major cultures: Alaska, New Guinea, Pre-Columbian Mexico, Pacific Northwest Coast, and Africa. Individual units are available, each including a filmstrip and audiotape, teacher's guide, language arts booklet, and poster-sized map.

*Visual Textbook for the California History–Social Science Framework: African States.* The University Prints, 21 East Street, Winchester MA 01890. Phone (617) 729-8006. This company has prepared sets of 5 1/2" x 8" (14 x 20.3 centimetre) art prints that are coordinated with the seventh grade course model. The set for each unit is available boxed, loose-leaf, or bound in durable covers that open flat. Most prints are black-and-white, although some are in color; each print is captioned. Prints also may be purchased individually (seven cents each for black-and-white). The set of 16 prints depicts West African architecture, dance scenes and costumes, masks, sculpture, memorial figures, textiles, and Nok terra-cotta heads. Works depicted are from Mali, Guinea, Sierra Leone, Liberia, Nigeria, and Ghana.

World Music Press, 11 Myrtle Avenue, P.O. Box 2565, Danbury, CT 06813, (203) 748-1131. This distributor specializes in recordings and music not widely available elsewhere. The emphasis is on musical traditions from many cultures. Below are listed several recordings that are useful in correlating music with this unit of study:

*African Rhythms and Instruments*, Vols. I, II, and III. These long-playing records contain representative selections from 19 countries. A booklet of information accompanies each record. The series was originally produced by Lyrichord.

*African Story Songs*. Long-playing record. Dumisani Maraire tells eight stories in English and sings them in Shona. The recording complements the parables and story-telling activities described in the "Extended and Correlated Activities" section.

*Ephat Mujuru: Master of Mbira from Zimbabwe*. Students often are fascinated with the sounds of the *mbira*, and it provides an impetus for discussing timbres of other instruments as well.

*In the Blood*. This motion picture sound track is accompanied by extensive background information.

*Let Your Voice Be Heard*. For music specialists, this collection includes a variety of stick, stone, hand, and name games.

# African Folklore

A rich component of the oral tradition in African literature is the folktale. Anansi, the spider trickster, for example, originated in Africa, and the popular Brer Rabbit tales also have their roots in African lore. The stories included in this appendix are from West Africa; they have been told and retold for generations. The first, "How Soko Brought Debt to Ashanti," features Anansi, whose plan to unburden the Ashanti of debt backfires on the entire community. In "Kassa, the Strong One," which follows, the title proves ironic: The boastful Kassa is felled by a single feather and rescued by a woman carrying her child on her back. In "Time," the rich man who personifies time itself grows old and suffers declining fortunes, expressing not only the vicissitudes of fortune in general but also the changes brought to Africa with Western civilization.

## How Soko Brought Debt to Ashanti

ONCE a hunter named Soko came to the country of Ashanti from the town of Mina. Soko was not an Ashanti man, but he married a woman from Komasi and lived with the Ashanti people. Soon he talked the same language as the Ashanti, and people began to forget that he was a stranger, except for one thing. Soko owed money. He had owed money before he came to Ashanti. People began to worry about it, because until Soko came no one in Ashanti had been in debt. Now there was debt in Ashanti, and people didn't like it. So some of the old men of his village went to him and said:

"Before you came there was not debt here. You must get rid of it."

Soko thought about the problem. It was true; he must get rid of his debt. He didn't know how to do it. But one morning, when Soko was making wine from the juice of an oil palm, Anansi came along.

"Anansi, you are a clever fellow. How am I going to get rid of my debt?" Soko asked.

"That's very simple," he said. "Just say, 'Whoever drinks this palm wine takes the debt.' Then someone will drink the wine and he will have the debt."

"A fine idea," Soko said. "Whoever drinks this palm wine takes the debt."

"How about letting me have a drink of palm wine?" Anansi asked.

"Very well, help yourself," Soko said.

Anansi drank the palm wine, which was what he really wanted in the first place.

"Now you take the debt," Soko said. "I don't have the debt any more!"

So Anansi took the debt. He went back to his farm and planted some grain. "Whoever eats my grain takes the debt," Anansi said.

The grain grew up. Then one day a bird flew down from her nest in the forest and ate Anansi's grain. "Ha, now you take the debt!" Anansi said. "I don't have the debt any more!"

Source: Courlander, Harold, and George Herzog. *The Cow-Tail Switch and Other West African Stories*. New York: Holt, Rinehart and Winston, © 1947, pp. 103–106, 41–45, and 73–77. Reprinted by permission.

The bird flew back to her nest. She had the debt. But she laid some eggs in her nest and said, "Whoever breaks my eggs takes the debt." Then she flew off. And while she was away the wind blew and a branch broke off from the tree. It fell in the nest and broke the eggs. When the bird came back and saw what had happened she said to the tree, "Well, now you have the debt. I don't have the debt any more!"

The tree had the debt. But she grew some blossoms on her branches and said, "Whoever eats my blossoms takes the debt." A monkey came along and ate the blossoms on the tree, and the tree said, "Now you have the debt, I don't have the debt any more!"

The monkey had the debt, but he said, "Whoever eats me takes the debt." And a lion came along and caught the monkey and began to eat him. "Wah," the monkey said, "now you take the debt!"

The lion had the debt. He wandered around the forest with it. "Whoever eats me takes the debt," he said.

The Ashanti didn't have the debt anymore; it was in the forest. But one day Soko came hunting in the forest and he killed the lion. He took the meat back to the village and shared it with the Ashanti. They ate it, and that is how debt came to stay with the Ashanti people.

## *Kassa, The Strong One*

ONCE among the Mende people in the country known as the Sudan there was a strong young man named Kassa Kena Genanina.

"I am a strong man," he said, "the strongest man alive, and I'm not afraid of anything!"

One day Kassa went hunting in the forest with two other young men named Iri Ba Farra and Congo Li Ba Jelema. Iri and Congo carried guns to hunt with, but Kassa carried a pole of forged iron.

Iri and Congo hunted and hunted, but they found no game. Kassa, who was swift as well as strong, killed twenty large antelopes with his iron pole, and he brought them into the clearing where Iri and Congo waited.

"Here is the meat," Kassa said. "Now who will go into the forest to get firewood?"

But both Iri and Congo were afraid to go into the forest alone, so Kassa said to Iri:

"You stay and guard the meat so that it won't be stolen by the animals of the jungle. Congo and I will get the firewood."

Kassa and Congo went into the forest, and Iri was alone. And while he watched, a huge bird came flying down from the sky and said to him:

"I am hungry. Shall I take you or shall I take the meat?"

The huge bird was frightening, and Iri said, "By all means take the meat!"

The bird took one of the antelopes and flew off with it. When Kassa and Congo came back Iri said:

"While you were gone a huge bird came down and said, 'Shall I take you or the meat?' I said, 'Take the meat!' "

Kassa was scornful.

"You shouldn't have given the bird an antelope. You should have said, 'Take me!' "

The next day Kassa went again into the forest to get firewood, and this time he took Iri with him and left Congo to guard the meat.

And when they were gone the huge bird came sailing down from the sky again and said to Congo Li Ba Jelema:

"I am hungry. Shall I take you or the meat?"

Congo was frightened and he said, "If you're that hungry, then take the meat!"

The bird took one of the antelopes and flew away. When Iri and Kassa returned from the forest Congo told them what had happened.

"The huge bird came back and said, 'Shall I take you or the meat?' And I said, 'Take the meat!' "

Kassa said, "You shouldn't have said that, you should have said, 'Take me.' Tomorrow I shall stay and guard the meat."

So the next day Iri and Congo went together into the forest for firewood, and after they were gone the huge bird sailed down to the clearing and said to Kassa:

"I am hungry, shall I take you or the meat?" Kassa sprang up.

"I am Kassa Kena Genanina, the strongest man alive!" he shouted. "You shall take nothing, neither the meat nor me!" He seized his forged iron pole and threw it at the bird. It struck her as she flew, and she fell dead upon the ground.

But a tiny feather came loose and floated in the air. It floated downward gently and settled upon Kassa's shoulders. It was heavy. It pushed him to the ground. He lay upon his stomach, and the feather was still on him, and it was so heavy he couldn't move. He struggled to get up, but the feather held him to the earth.

After a long while a woman carrying a child on her back came by, and Kassa said to her:

"Call my comrades from the forest so they can help me!"

She went into the forest and found Iri and Congo, and they came running to where Kassa lay. First Congo tried to lift the feather from Kassa, then Iri tried, but it was too heavy. Then they tried together, but they couldn't budge it.

The woman stood watching them. Finally, she bent forward and blew the feather off Kassa's shoulders with her mouth.

Then she picked up the dead bird from the ground and gave it to the child on her back for a toy, and went away.

## *Time*

ONCE there was a rich man in Africa whose name was Time. He owned more goats, chickens, and cattle than he could count. He possessed more land than he had ever seen, and on his farms were grown vast quantities of rice, manioc, and all kinds of foods. He had immense stores of cloth, and his many granaries were always overflowing with grain. His reputation had spread far beyond his own tribe. Traders came from distant towns to do business with Time. Dancers, acrobats, and wrestlers came to perform for him. Tribes far and wide sent messengers just to see Time face to face and to return and tell the people what he looked like and how he lived. To the strangers who visited him Time gave rich presents of cows, goats, and fine cloth. People said that a man who had not seen Time hadn't really lived.

But Time grew old, and his fortunes changed. His wealth disappeared. His cattle grew fewer and fewer, his lands grew small, and his stores of grain shrank to nothing. His well-fed body became lean and starved. His house became dilapidated and uncared for, and Time came to look like the poorest of beggars. Yet in distant countries they didn't know about Time's change of fortune.

One day the people of a tribe far from Time's town appointed a number of messengers to visit him.

"Go to Time's country and see him," the messengers were told. "After you have looked at him come back and tell us if he is as rich and generous as people say."

The messengers set out on their long trip and walked for many days. When at last they came to the edge of the town where Time lived, they met a poor old man, thin and wrinkled, and dressed in rags.

"Man, tell us," they asked him, "does Time live here? And if so, where is his house?"

"Yes, Time lives here," the old man said. "Enter the town and people will show you where to find him."

They went into town and greeted the townspeople.

"We have come to see Time, whose reputation has spread so far," the messengers said. "We want to meet this wonderful man, so that we can go back to our country and describe him to our people."

While they talked there, the old beggar whom the messengers had seen at the edge of the town came walking toward them.

"Time, the man for whom you have been looking, is coming now," someone said.

The visitors looked, and when they saw Time they were very dejected.

"Can this be the man whose name is known even in our country?" they asked. They couldn't believe it, for this beggar was the poorest of all poor people. Never had they seen a man looking so miserable.

When Time came to where they were sitting, they shook hands with him and asked:

"Man, are you really Time, of whom everyone has heard?"

"Yes," he said, "I am Time."

"But how can that be? We listened and listened to stories about Time in our country. Travelers came with great tales about his fabulous wealth and influence. Our people sent us here to see him, so that we could return and tell them about Time."

"Well, I am Time. My fortunes have changed," Time said. "I was once the richest man in the world, and now I am the poorest."

"Well, then, that's the way it is," they said sadly. "But whatever shall we tell our people now?"

Time thought for a while, and then he said to them: "When you get to your country once more and see your people, tell them this: 'Behold, Time isn't what it used to be!' "

***Appendix IV-1B***

# *Background for Teachers: Some Common Proverbs of Liberia, West Africa*

The following proverbs and their interpretations are written as they were told to Dr. Betty McEady by Mr. Manju Kogpeh Freeman, a native Liberian, during interviews in Monrovia, Liberia, in 1986. Mr. Freeman explained more or less in detail the cultural origin and meaning of each proverb as his parents and/or grandparents had once told them to him.

Some of the proverbs and their meanings are quite similar to those known to African-Americans. Africans and African-Americans often use proverbs in the same way—as quick-tongued, witty responses. Thus, through proverbs, parables, and folktales, both African-Americans and Africans express the power of the word.

## *1*

"Monkey thought he was a man, but fine shot brought him down."

*Explanation*

This proverb dates back to the time bullets were first brought to Africa. Many years ago, the hunter that came to town with a dead monkey hanging on his shoulders was proclaimed a master hunter. In the days of the bow and arrow, Monkey was known amongst his fellow animals to be very, very clever because Monkey had mastered the ability to dodge the arrows, spears, knives, and whatever else the hunters used to capture or kill animals. Moreover, when the white man brought to Africa the buckshot—the bullet that has one big shell that comes out—the hunters using the buckshot also missed the monkey, or the monkey would dodge the single buckshot, as the legend goes. Consequently, hunters decided to bypass the monkey without trying to shoot or capture him and instead to seek out other animals that were easier to catch.

So, Monkey used to boast among the other animals that his father, grandfather, and great, great grandfather were still living, that his family was very large because few, if any, were ever killed or captured by the hunter. The other animals could not boast of such large families because they experienced high death rates, and their children and parents were often captured by the hunters. Unlike the clever monkey, the other animals had not learned how to dodge the hunters' weapons.

But many years later, man developed the cartridge. The cartridge has hundreds of little pellets in it, so that when the gun is shot, these little pellets spread out. Instead of one big pellet, as in the buckshot, these little pellets spread out as they approach the target. Hundreds of little pellets come out of the shell.

One day this hunter came with his gun and cartridges—or what is called in Liberia "the fine shot." He came to the forest and saw Monkey up in a tree. All of the other animals, upon seeing the hunter, ran away to safety. Monkey, knowing his dodging ability and his experience with the buckshot, sat there and started to laugh. The hunter, knowing the new weapon that he had, aimed at Monkey and shot. When Monkey looked and saw more than one pellet coming at him, he did not know which one to dodge. As a result he was caught in the barrage of pellets and fell dead to the ground, killed by the hunter's cartridge.

So Monkey's own friskiness in the forest led to his death. He thought he had outsmarted man to the point that he challenged man's inventiveness. Monkey thought he was the only animal in the forest that the hunter would bypass to look for easier animals to kill, like raccoon, skunk, deer, lion, or some other animal. Yes, Monkey thought he was a man, but fine shot brought him down.

This goes to say that at times a person may cleverly overcome certain conditions in this life, and may think that no other conditions will ever prevail against him. He sees himself as a person who can surmount any kind of problem that confronts him. Yet, a problem that he may least expect could overwhelm him. We can't foresee or predict all possible conditions that we may have to face. Thus, humility may save our lives.

### 2

***The two proverbs that follow have similar interpretations; they represent different ways of saying the same thing or teaching the same lesson.***

"The way you paddle your canoe
is the way I will ride it."

"The way you beat the drum is
the way I will dance."

*Explanation*

If you want me to do something for you, the type of incentives you provide will determine the quality of my performance and will motivate me to do as you want me to do. If you provide good incentives, I will do good work. If you provide poor incentives, I will do poor work.

### 3

"You can't plant cassava and get okra."

*Explanation*

This statement is often the advice given to the parent who complains that his or her own child is so bad. It means that the child is a reflection of the parent.

### 4

"They say the head is burnt, and you
are asking for the beard?"

*Explanation*

Certain things always go together; they are inseparable. What affects one, affects the other.

### 5

"My head can't fit in your mouth."

*Explanation*

This statement is usually made in the context of an argument. When two men are arguing and one decides not to continue the argument, the one who decides not to argue anymore might say, "I have no fear of the man. If my head could fit in the man's mouth, he could bite it off. Since he can't bite off my head, let him argue all he wants to. I have no fear of him. His words don't hurt me."

### 6

"I don't have time to put stockings on mosquito."

*Explanation*

Some people demand (or want you to give them) more prominence than they deserve. Mosquito's legs are too small for stockings. So, to put stockings on mosquito's legs is to give the legs more prominence than they deserve.

### 7

"Empty bag can't stand."

*Explanation*

Teachers and other government workers often make this statement in reaction to long delays in getting their paychecks from the government. Because of the unstable economy, combined with mismanagement of money, government paychecks are often as much as 90 days late. The statement means that if you want someone to do something for you, let the incentives (the food, the conditions, the ingredients) be available. It is difficult for a person to teach daily without food, without knowledge of where or how he or she will get food, clothing, and health care for the family.

### 8

"One cent doesn't make noise."

*Explanation*

In Liberian, *palaver* means to argue or to talk angrily. It takes at least two people to argue or to quarrel; one person can't argue alone. If a person refuses to argue, it is best that the other person go his or her way; no argument is possible. Likewise, if you have one cent in your pocket, it cannot make noise because there is nothing for it to clash against.

### 9

"God will drive away flies from a cow without tail."

*Explanation*

People who can't provide for themselves will be helped by other people through the grace of God.

## 10

"Fly was eating before dog's ear got sore."

*Explanation*

This statement is usually made in the context of an argument or a breakup between husband and wife or boyfriend and girlfriend. When the girlfriend says, "Get out of my life," and the boyfriend responds, "You know you cannot get along without me," the girlfriend reminds him, "I got along well before I met you; I was eating healthily before you came into my life; I can eat well without you now. If you can't listen to me now (if your ears are sore), you may leave, and I will still manage to feed myself well."

## 11

"When a blind man says that he will stone you, the stone is already in his hand."

*Explanation*

If a blind man says he will stone you, since it is obvious that he can't look for a stone in your presence, he evidently has a stone hidden in his hand. When a Liberian man's girlfriend gets angry with him for not coming around often, she will find another boyfriend but will not tell the first one. However, if the first boyfriend shows up one day, she will tell him that he is lucky that he showed up when he did because she was about to get another boyfriend. She says this knowing that she has another boyfriend already. So, the wise man tells the first boyfriend to beware of this type of threat from his girlfriend because she more than likely has found another boyfriend already.

## 12

"Hang your hat where your hands can reach."

*Explanation*

This saying means that you can't go to the supermarket with five cents in your pocket and take five dollars worth of food without getting into trouble. You can only take what you can afford to pay for. Know your capacity; know your limits. In America you say, "Don't bite off more than you can chew."

## 13

"Softly, softly catch monkey."

*Explanation*

Monkey, being the kind of animal that is smart and knows how to get away fast (that is, he can dodge the hunter's single shots), cannot be caught by an impatient, noisy hunter. Only the patient, careful and quiet hunter can catch the monkey. Therefore, this proverb means that the person who goes patiently and quietly about his business (or his work) will be successful at what he wants to do. The impatient person who tries to succeed too quickly will probably fail or give up too soon because of many obstacles.

## 14

"Hurry, hurry burst trousers."

*Explanation*

This proverb is similar to "Softly, softly catch monkey." Certain things that we try to do require a certain amount of time, and some people do not like to take time to do certain things. They want to do things fast, to reap the benefits right away, but in working fast to reap the benefits quickly, they damage the whole operation. There are times when a man hurries to put on his trousers and bursts them because of the quick and careless efforts. Thus, the moral is that you should take time to think about what you're doing and do it well.

## 15

"Don't wash your dirty clothes
in the front yard."

*Explanation*

A family quarrel in the house should not be voiced (revealed) in public.

## 16

"Do all that you are empowered
to do now; I shall go in front
and wait for you."

*Explanation*

If you are in a position to help (or do something beneficial for) someone or make a situation better for him or her, it may be wise to do so now (when he or she needs you), for that person could have the final say in a later situation that may be important or beneficial to you. Your time is now; my day will come.

## 17

"Everyday for rogue; one day
for master."

"Ninety-nine days for the rogue;
one day for master."

*Explanation*

There are two different contexts for these proverbs. In one context the meaning is as follows: The rogue (thief) may steal many times, but one day the greedy rogue will be caught by master, who will beat him "good" (punish him severely) for stealing his property.

Another context is as follows: A big man (big bully) will see a small boy that he decides to take advantage of, by pulling his ears, kicking him, hitting him on the head, or doing whatever he can do to show the small boy that he is bigger than he. Because of his small size the boy may be afraid to retaliate. But, one thing the big man does not realize is that he is getting older and weaker each day while the small boy is growing bigger and stronger. So, one day the small boy's day will come when he in retaliation will beat the old man.

## 18

"If your house doesn't sell you,
no one will buy you."

*Explanation*

Most of what you hear in the streets (the public) about you comes from your closest friend or someone who lives in your house with you. Your best friends know your secrets and they are the ones who can reveal them. People who live with you know most about you. They can tell your secrets (sell your secrets) to the public that will buy (believe) them readily.

### *Appendix IV-2*

# *Overview of Unit IV*

Africa forms an important piece in the jigsaw of human history. All too often, however, students are exposed only to the Africa of colonial domination and conquest and deprived of access to the rich and varied achievements of the African peoples in the pre-colonial era. This deficiency should be overcome by having students delve deeply into the history of the cities and kingdoms of early Africa. Three themes can aid teachers and students in comprehending the complex history of this essential topic.

The first theme is the extent to which people have adapted to the land and engaged in creative enterprises—farming, building cities and kingdoms, establishing trade networks, and inventing new technologies—despite the remarkably harsh environment. Students should thus develop an understanding of the physical geography of the African continent and the special challenges it has presented to its inhabitants. From arid deserts such as the Sahara and Kalahari to lush grasslands, topical rain forests, and mountain ranges, the geography of Africa has offered drastically different opportunities and dangers to its human inhabitants. Rich resources have enabled the growth of wealthy kingdoms, have invited waves of greedy plunderers, and have produced agricultural wealth which sustained flourishing societies ranging from nomadic bands to bureaucratic empires.

On the other hand, poor soils, physical barriers to communication, human and animal diseases, and too much or too little rainfall have all tested the ingenuity of African farmers, herders, and merchants for thousands of years. Climate thus has played a fundamental role in shaping the African past. Climate, soil, and vegetation have not been static. For example, students ought to know that the Sahara was once green and lush until it dried up sometime after 4000 B.C., and that the expansion of the desert in recent years has spelled human misery and disaster. Comparisons can be made between Africa's geography and that of Europe to illuminate the differing impact that soil conditions, river transport, endemic disease, and other factors have had on social and cultural change.

A second theme can be the movements and interactions of peoples across the continent. At the end of the ancient era, the population of Africa south of the Sahara was on the whole quite sparse. During the ensuing thousand years, however, African farmers and cattle herders, wielding tools and weapons of iron, gradually settled the savannas and forests, largely replacing ancient hunting and gathering folk, and setting the conditions for rapid cultural change. The movements of the Bantu-speaking peoples, who pioneered vast areas of central and southern Africa during the past 1500 years or more, constitute one of the great migrations of world history.

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*Note:* Reprinted from *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire.* Los Angeles: University of California, National Center for History in the Schools, 1992, pp. 246–249. Used by permission.

Students should learn how iron-age food production, population growth, and long-distance trade combined to stimulate the rise of new states in the forests and southern savannas from about 1000 A.D.

Students should also realize that Africa was not isolated from contacts with other peoples and that immigration and cultural diffusion were enormously influential in shaping local societies. The Arabian Desert is merely an extension of the African Sahara; the Red Sea and the isthmus of Suez present no serious barriers to intercontinental communication. The "camel revolution" of the early 1st millennium A.D. made regular trans-Saharan travel practical, linking West Africa progressively into the trans-Eurasian trading system. Berbers in North Africa, for example, established contacts with the peoples of the Sudan across the Sahara desert in the ancient era. Similarly, Arabs traded across the Red Sea with indigenous communities along the east coast of Africa. East Africa, in fact, was a commercial and cultural crossroads with links to India, Arabia, and the Mediterranean.

Students should understand the significance of this well-organized trade, chiefly in African gold, ivory, and salt, but also in African slaves, across the Sahara to the ports of North Africa, down the Nile to Egypt, eastward across the Red Sea and the Indian Ocean to Arabia, Iran, and points beyond. The resulting wealth stimulated the development of African cities and states, and furthered the spread of Islam in Africa soon after its founding. Since about half of the population of Africa today is Muslim, the importance of this world religion in the history of the continent cannot be overemphasized. As a coherent system of faith, law, and culture, Islam proved astonishingly successful in gaining the loyalty of diverse peoples in Africa. Students should learn about the conquerors, merchants, and scholar-missionaries who spread Islam from Egypt and Berber North Africa to both West and East Africa. Knowledge of this ever-spreading network of interrelations and the incorporation of Sudanic West Africa and the East Coast into the cultural realm of Islam is crucial to forming a solid understanding of African history.

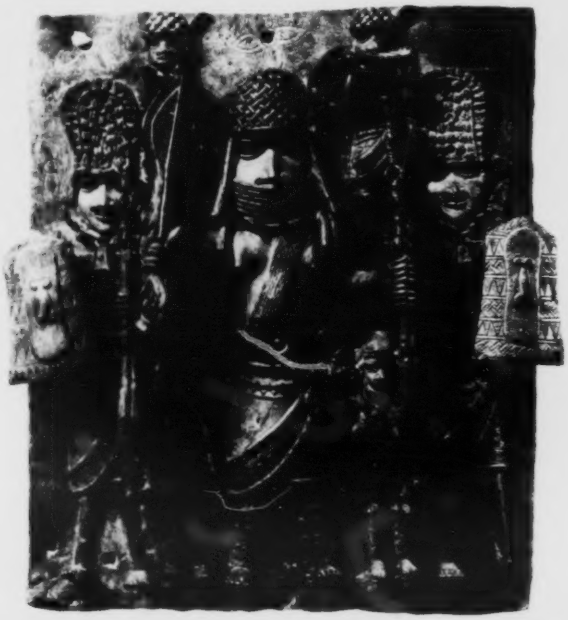
A third theme is the rise of wealthy cities and states in different regions of Africa at different times. Students can begin with the Nok people in West Africa and their development of iron products, trade, and the city of Jenne-Jenno in the Niger delta. That study forms a prelude to the growth of a series of trading kingdoms in West Africa. The rich histories of Ghana, Mali, and Songhay offer students not only exciting stories but opportunities to understand the role of trade and warfare in the growth and collapse of pre-modern states. Attention should thus be paid to the rise and fall of powerful kings such as Mansa Musa (d. ca. 1337), the nature of trade within West Africa and across the Sahara desert, the diffusion of Islam and its effects on local society, and the different styles of life in cities and villages.

A good way of illustrating these developments would be to examine the city of Timbuktu, part of the great Mali Empire. From its foundation around 1100 through its rise to wealth and importance between 1200 and 1500, it became a major center of trade as well as the site of an influential Islamic school specializing in history and law, among other things. The study of

African trade will help students see the crucial role Africa played in international exchange from an early time. They should realize, for example, how dependent Europe became on African gold and how it provided an incentive for European exploration and exploitation in Africa. A study of farming and village life can provide an important point of comparison with Europe and Asia, allowing students to see how differently basic functions such as agriculture can be accomplished in different environments and cultures.

Students should also be introduced to the Almoravid and Almohad empires which culturally unified large areas of North Africa and Spain between the 11th and 13th centuries. They should learn about the Swahili city-states of the East Coast and their rapid expansion of trade in African gold and ivory across the Indian Ocean after 900 A.D. It is also important for students to be familiar with the history of the gold trading kingdom of Zimbabwe with its royal aristocracy and great stone buildings. Finally, the kingdom of the Kongo deserves attention along with its rich trade based on local commodities.

Teachers should exploit the generous variety of sources for Africa to bring its history alive and to teach students how history is made. The vitality of the African past can be demonstrated through art and tales, archeology and geography. African history thus provides opportunity to demonstrate to students how the past can be reconstructed and reinterpreted out of many different kinds of sources.



*Oba with two attendants* (bronze paque). Benin, West Africa. Courtesy of the University Museum, University of Pennsylvania (negative #58-62683).

# *Geographic Background and Concepts: Africa*

Africa is the second largest of the continents, surpassed only by Asia, and contains about one-fifth of the earth's land area. At its greatest expanses, the continent is about 4,800 miles (7680 kilometres) from north to south and 4,500 miles (7200 kilometres) from east to west. More than any other continent, Africa evenly straddles the equator, extending as far north as it does south. These factors exert an important influence over the distribution of Africa's vegetation and climate.

The key factor in African climates is not temperature, but rainfall. Popular images of tropical rain forests to the contrary, most of the continent is characterized by too little rainfall for most needs (aridity) rather than by excessively moist conditions. Africa's climatic zones are situated more or less symmetrically around the equator; the most humid climates are closest to the equator, and progressively drier climates are located farther north and south. The reason for this symmetrical pattern lies in the shifting position of the belt of low pressure and rising air (called the *equatorial low* or *intertropical convergence zone*) that produces most of the rainfall in equatorial regions. Ordinarily located over the equator, this belt shifts its location a bit north or south according to the time of year, producing seasonal variations in local rainfall. Vegetation patterns are closely associated with rainfall patterns. Areas of sufficient year-round rainfall are characterized by tropical forest, such as the rain forests of the Zaire (Congo) Basin. Savanna, a parklike mixture of trees and grassland, dominates in less humid regions (the famous game parks of East Africa, such as the Serengeti, are examples of this type of terrain), while dry, semi-arid regions are characterized by open grasslands or *veldt* (pronounced "velt" in southern Africa).

Africa's physiography, or surface relief, is dominated by plateaulike highlands. The vast majority of the continent lies above 1,000 feet (300 metres) in elevation, and over half of it lies above 2,500 feet (750 metres). In Africa, even features traditionally thought of as low-lying, such as river basins, are elevated; the Zaire Basin, for example, is over 1,000 feet (300 metres) above sea level. True lowland areas are few and are generally confined to the coasts. The most extensive lowlands are found along the Guinea Coast in western Africa and the Mozambique coast in southeastern Africa. The margins of the interior African plateau are marked by steep slopes or drop-offs, called escarpments, that descend to the narrow coastal lowlands. The most dramatic drop-off is in southern Africa, where it is referred to as the Great Escarpment. Here, the land drops sharply from elevations of over 5,000 feet (1500 metres) to a narrow coastal belt. Rivers draining the African interior are frequently marked by dramatic waterfalls and cataracts as they descend the escarpment; the courses of the Nile, Zaire, and Zambesi rivers are marked by such features.

The cultural patterns of Africa south of the Sahara are extremely complex. Broad groupings of similar cultures can be identified, based on general similarities in language, history, or social organization (such as the "Bantu peoples" or the "Mande peoples"). These groupings, however, are frequently subdivided into many subgroups, each claiming its own distinctive ethnic identity frequently based on language. The commonly used term to describe these ethnic groups is *tribe*, but this label is often incorrectly applied. A more accurate term is *ethnolinguistic group*. Many of the political problems facing modern Africa stem from the fact that present-day national boundaries, often drawn during colonial times, do not coincide with ethnic boundaries. In some cases, traditionally hostile groups may be forced to coexist in the same state.

Historically, the majority of the sub-Saharan African population has lived in rural areas, usually in villages of only a few hundred people or less. According to estimates, close to 80 percent of Africa's population today is rural. Traditionally, most of Africa has engaged in a *subsistence economy*; that is, people produce everything they need locally, and they consume almost all of what they produce themselves. (Compare this economy to a *cash* or *market economy*, in which foods and other household needs are commercially bought and sold.) Although some African peoples have supported themselves by hunting and gathering, most African societies have traditionally engaged in one of three types of subsistence activity: shifting cultivation, sedentary grain farming, and pastoralism.

The history and geography of Africa south of the Sahara illustrate a number of important geographic concepts. Some of these are:

*The equator and latitude*—The location of Africa provides an opportunity for the discussion of *latitude*, the system by which north-south locations are indicated on the earth's surface. The latitude of a location, expressed in degrees, pinpoints its distance from the equator. The equator is assigned a latitude of 0°, and the maximum possible latitudes occur at 90° north and south of the equator. Africa's northernmost point is near Bizerte, Tunisia, at about 37.5° north, and its southernmost point is Cape Agulhas, South Africa, at about 34° south.

*Latitude and climate*—The climatic zones of Africa lie in approximately east-west running belts, as the map on page 109 of *Across the Centuries* shows. These zones illustrate a general worldwide tendency of climate to vary with latitude: As one moves north or south from the equator, one passes through a more or less regular sequence of climatic zones, the result, in part, of the decreasing amount of solar energy the earth receives as latitude increases.

*Biomes*—This term refers to the large-scale groupings of plants that occur over a broad geographical region. The different plant species in a biome usually show a similar structure and appearance and share similar environmental requirements. Africa provides examples of some of the world's major biomes, including tropical rain forests, savannas, and grasslands.

*Isolation and accessibility*—Geographic *isolation* refers to the degree to which a location is cut off (or distant from) outside cultural influences. *Accessibility* refers to the ease with which a given location can be reached from some other location. Unlike societies in many other parts of the world, many societies in sub-Saharan Africa historically had only limited contact with outsiders because of the region's isolation and poor accessibility. A number of important geographic factors contributed to this isolation:

The Sahara Desert, which acted as a barrier to frequent interaction with the societies of northern Africa and southwest Asia.

The limited utility of rivers as transportation routes: Unlike most other continents, Africa could make only limited use of its rivers as transportation routes between the coast and the interior. Because of the plateaus at the continent's interior, most river routes, such as those of the Nile or Zaire/Congo, are blocked by major waterfalls or cataracts at points where the river crosses an escarpment.

The presence of the disease-carrying tsetse fly, which not only ruled out the practice of pastoralism in the humid forest belt but also made travel by horse or other animals impossible.

The necessity of traveling by canoe or on foot placed further limits on the degree of interaction between distant places.

*Ethnic diversity*—This term refers to the presence of different ethnic groups in a region. In sub-Saharan Africa, there is a wide range of ethnic diversity. The extent of this diversity can be seen by examining the traditional geographic distribution of peoples throughout the continent.

*Cultural expansion and migration*—This term refers to the outward spread of a culture from its source area. The case of the Bantu people, discussed in *Across the Centuries,* is a classic example of cultural expansion. Migration—the movement and permanent relocation of an individual or group of people—played a major role in the Bantu expansion through central and southern Africa.

*Cultural innovation*—This term refers to the development of a new idea or the invention of a new way of doing things by members of a culture. The development of iron-making technology among the Nok people of western Africa around 500 B.C. is an example of cultural innovation.

## Some Key Place Names

| *Physical features* | *Countries/Kingdoms* | *Cities* |
|---|---|---|
| Congo River | Ghana | Cairo |
| Lake Tanganyika | Kongo | Gao |
| Lake Victoria | Mali | Jenne-jeno |
| Limpopo River | Morocco | Kilwa |
| Mount Kilimanjaro | Songhay | Koumbi |
| Mount Kirinyaga | Zimbabwe | Nok |
| Niger River | | Timbuktu |
| Orange River | | Tunis |
| Sahara Desert | | |
| Sahel | | |
| Senegal River | | |
| Sudan | | |
| Ubangi River | | |

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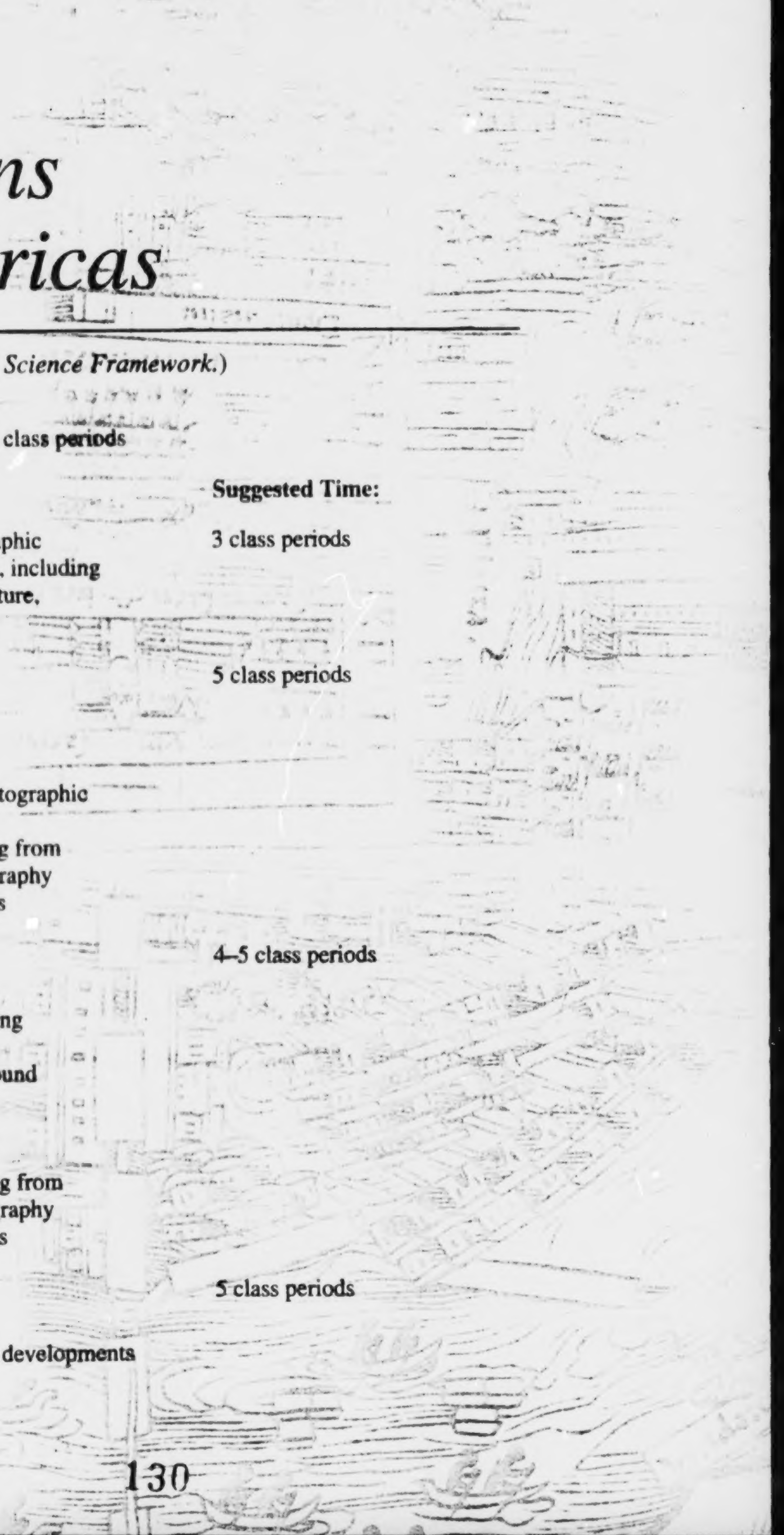
## *Unit V*

# *Civilizations of the Americas*

(See page 64 of the *History–Social Science Framework.*)



**Suggested Time for the Unit:** 18–20 class periods

| **Topics in Unit V:** | **Suggested Time:** |
|---|---|
| ■ Context of time and place; geographic setting; early cultural foundations, including the development of maize agriculture, around 2000 B.C. | 3 class periods |
| ■ Mayan civilization | 5 class periods |
| • Beginnings | |
| • "Classic age" | |
| • Achievements in architecture, development of a calendar, pictographic writing, astronomy | |
| • Daily lives and beliefs, drawing from history, archaeology, and geography | |
| • Key persons, events, and issues | |
| ■ Incan civilization | 4–5 class periods |
| • Beginnings | |
| • Cultural advancement, beginning around 1000 B.C. | |
| • Imperial Incan civilization, around fourteenth century A.D. | |
| • Achievements in engineering, administration | |
| • Daily lives and beliefs, drawing from history, archaeology, and geography | |
| • Key persons, events, and issues | |
| ■ Aztec civilization | 5 class periods |
| • Beginnings | |
| • Military conquest and cultural developments | |

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- Aztec civilization *(Continued)*
  - "High period" of Aztec civilization, around sixteenth century A.D.
  - Achievements, including temple architecture and calendar
  - Daily lives and beliefs, drawing from history, archaeology, and geography
  - Key persons, events, and issues

| | |
|---|---|
| Summing up: Key persons, events, and issues from the study of the Mayas, Incas, and Aztecs | 1–2 class periods |
| **Sample Topic:** | **Suggested Time for the Topic:** |
| Context of time and place; key persons, issues of each civilization (describes related map, research, and time-line activities for each topic) | 6–7 class periods, events, and spread throughout the unit |

## Uses and Significance of the Topic

The development and rise of major sedentary cultures of Central and South America are essential topics of study for the seventh grade course described in the *History–Social Science Framework*. The impressive achievements in architecture, the arts, mathematics, astronomy, and other areas are fascinating to students and offer points of comparison with civilizations in China, India, Egypt, Mali, Songhay, the Middle East, and Europe.

The Mayan civilization occupied the area of what is now Honduras, Guatemala, and the Yucatan Peninsula. It reached its height from approximately the fourth century to the tenth century A.D. The Inca Empire reached its height around 1438–1532, during the era of the Spanish conquests. The empire was centered in what is now northern Chile, Peru, and Ecuador, with its center at Cuzco. What is regarded as the high period of Aztec civilization transpired

*Aztec mask* (aragonite). Mexico, ca. 1600. The Fine Arts Museums of San Francisco, Museum purchase, Fine Arts Trust Fund, 1990.31. Reprinted by permission.

throughout the late 1400s and 1500s and, like the Incan Empire, was concurrent with the era of Spanish invasion. The Aztec Empire was centered in the Valley of Mexico, its major territorial expansions having been made mostly during the 1400s.

*Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* highlights some of the learnings vital to this unit. It points out that, like many other civilizations,

> the Mayan, Aztec, and Incan civilizations created elaborate agricultural systems, hierarchic societies and states, tax and communications systems, law codes, and state religions. Students should understand how each developed and differed, as, for example, in their communal use of the land and in their treatment of weaker, subjugated peoples and of the lower orders in their own societies.

The Mayans, in the tenth century A.D., migrated from Guatemala to the Yucatan Peninsula where they developed their imposing temples, an ideographic writing system, mathematics, astronomical studies, and a calendar more accurate than the

## Coordination with State-Adopted Textbook

**Chapters 15 and 16 of *Across the Centuries* (pages 392–447) relate specifically to the unit "Civilizations of the Americas," described in the *History–Social Science Framework:***

| | |
|---|---|
| **The Maya** | **pages 404–411** |
| **The Inca** | **pages 392–393; 429–436** |
| **The Aztec** | **pages 422–428** |

**Chapter 16, lesson 3 (pages 437–445) of the textbook is devoted to the Spanish conquest and is recommended for study during Unit 10 in this course model.**

**Studies of the Olmec, Tiwanakan, and Moche civilizations (*Across the Centuries,* pages 396–403 and 412–415) are not specifically mentioned in the *History–Social Science Framework* but may be included in an overview of cultures.**

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> European calendar of that time. Students should compare these achievements with those of the Aztecs, who migrated to the central Mexican plateau in the 13th century A.D. and within the next two centuries conquered all of central Mexico. Students should understand something of Aztec religion. Their dependence on slavery and their propitiatory offerings of human sacrifice are also important to consider, not to pique student interest but as an explanatory reason for the crucial—and otherwise puzzling—support of the conquered peoples of Mexico for Cortez's rapid conquest of the Aztecs. Important also is the impressive architecture of the Aztecs, their effective governmental system, and accomplishments in developing the pictograph and calendar.
>
> Finally, students should understand the Incan civilization of the high Andes: its highly centralized governing system, all-powerful emperor, and highly structured society; its laws administered by judges; its tightly organized and productive agricultural system of terraced fields on which the wealth of the empire rested; its cities; and its effective systems of communication and trade, knitting together a rural society spread out for nearly 3000 miles from Ecuador through Chile.[1]

Once contact with Europe was established, the lack of significant wheel and iron-working technologies became a serious disadvantage and proved to be pivotal in the conquest of the Mayans by Spain and Portugal. William H. McNeill's history, *Plagues and People* (Doubleday, 1978), sheds further light on the influences at work during that time.

*Mayan beaker* (ceramic). Guatemala, A.D. 600. The Fine Arts Museums of San Francisco. Museum purchase, Salinger Fund (78.41). Reprinted by permission.

The activities for the sample topic require students to process what they have learned about each of the civilizations. Activities described in "Beginning the Topic" help students link this unit with past learnings and strengthen students' impressions of the contemporaneity of evolving world events. Thus, they gain a more solid understanding of time and place.

Activities in "Developing the Topic" show how, for each of the civilizations, students can apply *focus questions,* key questions that are applicable to any historical period. Collaborative assignments help students complete the products of their analysis: the comparative time lines and outline maps recommended in the *Framework*. Brief oral reports culminate the topic as students share their work with classmates. The time lines and maps may be revised and extended throughout the year. To some extent, the sample lesson demonstrates how the *Framework*'s goal of "Skills Attainment and Social Participation" (see *Framework*, pages 23–26) can be merged with the historical and geographic content of the unit.

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[1] *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*. Edited by Charlotte Crabtree and others. Los Angeles: National Center for History in the Schools, University of California, 1992, pp. 249–250. Used by permission.

In general, the study of each civilization should include examples of social achievements and cultural sophistication; consideration of its likely "mental map" and world view; and examination of some of its negative dimensions, including slavery, human sacrifice, and military conquest to support an expanding government. The essay reprinted as Appendix V-1 provides teachers with background information touching on these and related issues. The study of European exploration and conquest of the Americas is reserved for Unit X, as described in the *Framework* on pages 67–68.

## Presentation and Activities

### A

### Beginning the Topic

The activities outlined in this section apply to the first topic noted on the opening page of this unit and should require a little more than one 40-minute class period.

1. To generate students' interest in the unit in an entertaining way, the teacher may read aloud a folktale from the Mayan culture. *Why There Is No Arguing in Heaven* is a myth retold by Deborah Nourse Lattimore in a picture book that is sophisticated enough for many seventh graders to enjoy. Teachers may point out briefly some of the images and designs that reflect Lattimore's research in adapting illustrations for the book. Different tales may be found in Douglas Gifford's *Warriors, Gods and Spirits from Central and South American Mythology* and in John Bierhorst's *The Monkey's Haircut and Other Stories Told by the Maya;* many seventh graders enjoy David Wisniewski's picture book *Rain Player* (see "Resources for the Sample Topic"). After the reading and brief discussion, the teacher gives an overview of the unit and explanation of what the study will entail.

2. Students are provided with outline maps and colored pencils or crayons. They indicate the general locations of the Mayan, Aztec, and Incan civilizations at the height of their cultures. Students may consult wall maps

or textbooks. They label locations, and during this short activity, indicate on the maps the approximate years in which each civilization flourished. One resource for maps and time lines is *Across the Centuries*, pages 395, 420–421, 423, and 430.

3. Students meet with partners to discuss the following questions:

> Based on your studies this year, what important events were occurring elsewhere in the world during the times when the Mayan, the Aztec, and Incan civilizations flourished? What important persons were active during those times?

To answer these questions, students first rely on their recall of the units studied previously and list learnings on notepaper. Next, students refer to textbooks and other resources to add information to their notes and confirm their recollections. Although students are working in pairs at this point, each student should keep a personal set of notes for the homework assignment given later in the period. Finally, the teacher calls on partners to read their notes aloud during a brief sharing period.

Students' notes form the basis for a comparative time line completed for homework. The teacher shows two samples of comparative time lines to consider: parallel time lines, each representing a different culture; and a single time line, on which events are color-coded to symbolize different cultures. Students may devise other ways of making time lines if they choose. Each student develops a draft, incorporating persons and events studied during units I, II, III, and IV as well as persons and events studied during the sixth grade course (e.g., Siddhartha Gautama, the era of the Roman Empire that was concurrent with early Mayan culture).

4. The next day, the teacher asks students to volunteer to explain their time lines and the persons and events they included.

Using their knowledge of history, students consider the extent to which the various cultures might have been aware of each other. For example, could an Arab caliph have known about events among the Mayas? Would Mansa Musa have been familiar with events in the lives of the Aztecs?

The teacher explains that the individual's concept of world geography and of other peoples of the world has changed dramatically since the earlier times noted on their time lines. In earlier times, people's "mental maps" (how they saw themselves and their native lands in relation to other places) encompassed a much smaller territory than those of people of today. Comparative time lines and maps help us to gain a mountain-top view of historical events that were not known about by all people at the time that they occurred. Today, people tend to take for granted their concepts of the "world" and "humanity"; during earlier times, people's concepts of these entities were quite different. Neither concept, as it is used today, was part of people's controlling ideas or world consciousness. Much of the seventh grade course is devoted to people and events that brought about this change in global awareness.

The time lines are placed in students' portfolios. Periodically throughout the year students may revise and extend their comparative time lines so that by the end of the seventh grade they have developed a unified time frame that highlights major events and persons. An outline map of the world can be developed by students to show the location of cultures studied during the year. In Unit X, students consider the historical events that changed forever the mental maps and global awareness of people around the world.

**B**

## Developing the Topic

1. On the day that students begin the study of the Mayan civilization (the second topic on the opening page of this unit), the teacher returns students' time lines and map drafts, which have been reviewed and commented on. After the study of the Mayan, Incan, and Aztec civilizations, students will revise their time lines to include these cultures.

To guide students' selection of persons and events to be included in their time lines, the teacher writes focus questions on the chalkboard and reviews them with the class. The questions help students to think in terms of some general ideas that are applicable to virtually any historical period and to relate these ideas to the civilizations studied in this unit. Copies may also be distributed to students for future reference. Guiding focus questions include:

- What events or persons brought about major change?
- What events or persons fostered a continuity of ideals, beliefs, or ways of life?
- What technological advancements occurred? When? Consider the reasons for their importance when selecting them for your time line.
- What events point up the important interaction between people and their environment?
- What events of conflict or cooperation are notable?
- What are some instances of cultural or political interaction, such as trade or warfare?
- What are the high points or eras of cultural achievement? Give examples that made these eras "high" (e.g., from art, architecture, writing, inventions, cities, travel, or communication).
- How were land forms, climate, and natural resources put to use?
- What were the principal crops, herds, and hunting prey? How did people relate these to religious practices?
- Were there instances of slavery or human sacrifice? What were the reasons for them?

As the study of the Mayan civilization proceeds, students keep in mind the guiding questions, making notes of any pertinent information. During the fourth class period devoted to the Mayan civilization, ten student teams of three or four persons each are assigned one of the guiding questions. For a portion of the period, teams do research to answer the questions as fully as they can. They consult textbooks, encyclopedias, reference books such as *The Mayas* by Pamela Odijk, and other library resources, making notes pertaining to their assigned questions.

For homework, students revise and finalize their notes. Each student should be aware that his or her group has the responsibility of becóming the class authority on the assigned question. Fellow classmates may call on each group for guidance or clarification later in the unit.

2. On the fifth day of the Mayan study, a strip of butcher paper cut to 12' x 1' (3.6 metres x 0.3 metre) has been mounted high along one wall of the classroom. Ten categories, corresponding to the guiding focus questions, are copied on the chart (see Figure V-1). Student groups are given ten minutes to meet and pool and refine their notes. Each group is given a sheet of newsprint that measures 11" x 17" (27.9 x 43.2 centimetres). A scribe in each group writes the notes neatly and concisely on the paper so that the notes can be read at a distance. It is important that scribes write with the papers in a vertical position. The names of the team members are written at the bottom of the paper. A representative from each group mounts the group's paper beneath the question which they researched. During the following ten minutes, the teacher reviews the combined findings with the class, questioning, clarifying, and commending students on their notations.

   Students now return to the time-line activity and select at least six items from the charts to be incorporated in their Mayan time lines. The selections are to be made on the basis of historical impact or cultural importance. In their journals, students briefly justify the selections they made.

3. Later in the unit, during the last two days devoted to the Incas, this same "research, chart, time-line, and journal" sequence is repeated, but student teams are assigned a different guiding question to research. Odijk's *The Incas*, Steeles's *The Incas and*

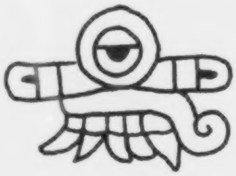
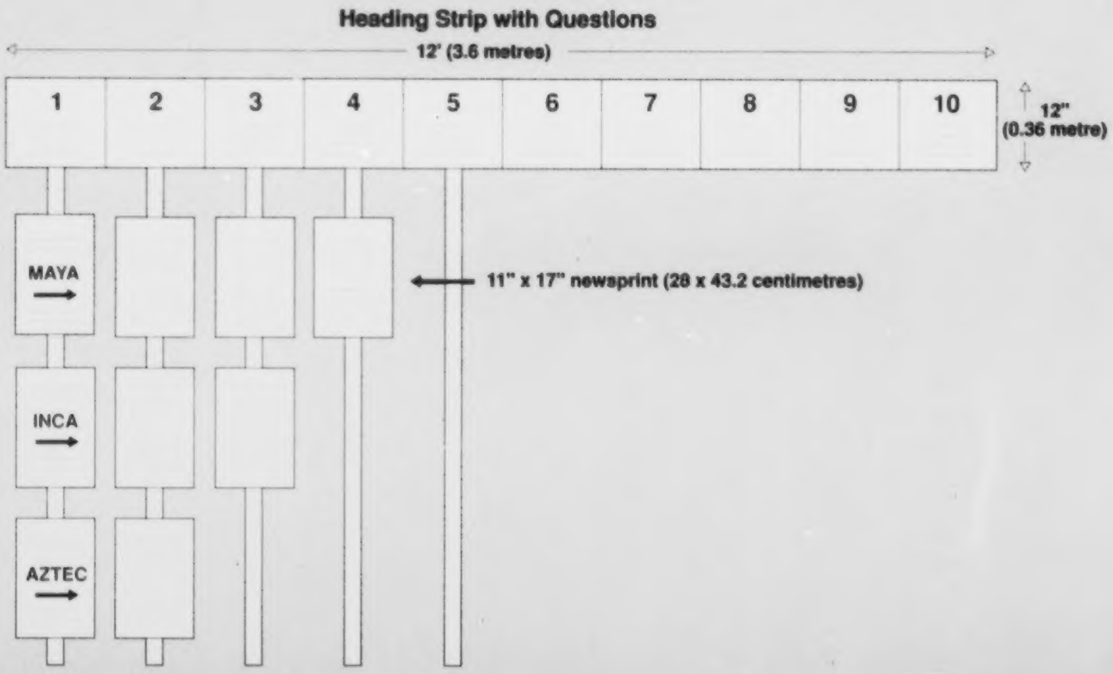


*Figure V-1*

**Wall Chart for Guiding Questions**


Heading Strip with Questions
12' (3.6 metres)
1
2
3
4
5
6
7
8
9
10
12"
(0.36 metre)
MAYA
INCA
AZTEC
11" x 17" newsprint (28 x 43.2 centimetres)

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*Machu Picchu*, and Kendall's *The Incas* are helpful references (see "Resources for the Sample Topic").

4. On the last two days devoted to the Aztecs, the sequence is again repeated, with teams being assigned yet another guiding question. This time, students should take more initiative for the task and work with greater certainty and self-reliance. Wood's *The Aztecs*, Dineen's *The Aztecs*, and Odijk's *The Aztecs* are useful for students' research (see "Resources for the Sample Topic").

   Near the close of the last class period devoted to the Aztecs, students are assigned brief oral reports for the next day. They will be required to show classmates their new drafts of time lines incorporating Mayan, Incan, and Aztec studies. In addition, students choose from their time lines three events or persons (one for each culture) and explain to the class the reason for the selections. For example, a student might explain why King Pacal (Maya), the conquest of the Cuzco Valley (Inca), and the settlement of Lake Texcoco (Aztec) are significant and, therefore, good selections for his or her time line. Reports should last no longer than two minutes per student. Students may need to refer to their journals in preparing for the oral reports.

C

## Culminating the Topic

The next day, students meet in three large groups. Each student delivers the assigned oral report to his or her group. The reports should be completed within 30 minutes. Students turn in their time lines for evaluation by the teacher.

The remainder of the class period is conducted as a whole-class activity. Students brainstorm ideas in response to the question, Why can we say that the Mayan, Incan, and Aztec were important civilizations? To begin, the teacher briefly explains some of the characteristics commonly regarded as essential to advanced societies and asks students to consider ways in which the three civilizations demonstrated these features.

When imagining what life was like or not like for people in a given society, students may be helped by considering different aspects of life separately, as a first step. The teacher may begin by briefly explaining the term *quality of life* and asking the following questions: Based on your knowledge, do you think the politics of each of these societies (e.g., laws, government, system of justice) provided a good quality of life for their citizens? Given the nature of each civilization's labor and its rewards for labor, its agriculture, and its commerce, did its economy contribute to a good quality of life? Why? Was a good quality of life ensured by each society's social life (e.g., class structure and differences, family life)? Is it possible for us today to fully know what it was like to have lived in civilizations of so long ago?

*Mayan female dignitary* (terra-cotta). Mexico, A.D. 600–900. The Fine Arts Museums of San Francisco, Museum purchase, Salinger Fund (78.39). Reprinted by permission.

Students reexamine their maps of the three American civilizations and compare them with political and physical maps of the same areas today. (For this activity, students may refer to wall maps or to *Across the Centuries*, pages 405, 423, 430, 526, and 527.) Descendants of these early peoples still reside in these regions. What ancient cities, if any, still exist? What physical features, such as mountains, lakes, and rivers, are still there today? Teachers may point out that Lake Texcoco would be drained by the invading Spanish, about whom students will learn in Unit X.

## Activities for Other Topics

At the beginning of this unit, students may be given outline maps of the world. With a red crayon or pencil, they outline the areas of the world they have previously studied. Students next use purple crayons or pencils to outline the land masses known as North America and South America. This is a good time for teachers to explain to students that what we call Central America is a geological extension of North America. After they have studied about early migration and the Ice Age formation of the Bering land bridge, students trace on their maps the migration routes theorized by anthropologists and historians. Using light blue or turquoise crayons, they color the area of glacial spread that occurred between 33,000 and 10,000 B.C. Some Ice Age glaciers are believed to have drawn from the ocean's water, leaving a land bridge called Beringia, now in the Bering Strait. In the legends for their maps, students should note the presumed dates of the earliest migration (20,000–32,000 years ago).

Prior to studying the hunting-gathering societies of the ancient Americas, students brainstorm what they recall about hunters and gatherers from the sixth grade (see the descriptions for units I and II, *History–Social Science Framework*, pages 57–58). What constituted the diet of hunting-gathering people? What animals and plants are or were indigenous to the students' own area? Could people of today survive as hunters and gatherers in your locality? Why or why not?

After students have studied the lifestyles of sedentary peoples in the Americas, student partners determine the steps necessary for ancient Meso-Americans to process maize into flat cakes. Students will need to think inferentially and draw from the textbook or other readings in order to identify four or five likely steps. During a portion of a class period, students may sketch diagrams or flow charts to outline each phase. Though intended for somewhat younger students, Aliki's *Corn Is Maize: The Gift of the Indians* contains pertinent information and may be used as a classroom resource (see "Resources for the Sample Topic").

Elevation has an effect on climate and on people's ways of life. Referring to the elevation diagram on pages 412–413 of *Across the Centuries,* students compare famous mountain peaks with the elevations shown. Where on the diagram would Mount Shasta appear? Mount Whitney? Aconcagua, in the Andes Mountains? If the Tiwanakan and Moche civilizations are studied, students may consider how elevation factors affected the lives of these people.

Students study copies of the altitudinal zones chart in the map packet that accompanies this course model. They may use textbooks or other resources to determine the elevations of the territories occupied by the Mayan, Incan, and Aztec civilizations. What effect did elevation have on the climate or ways of life? Copies of three books by Pamela Odijk are useful when students consider the effect of climate on food, clothing, shelter, and medicine: *The Aztecs*, pages 10–21; *The Incas*, pages 11–19; and *The Mayas*, pages 10–18. The books are illustrated with colorful photographs and are so well organized that students have little trouble in locating specific information. Students can collaborate to develop classroom charts on the correlation between geography and daily life. Students may incorporate the elevation data on the outline maps started in "Beginning the Topic." The geographic background information in Appendix V-2 may also be useful for this activity.

Mayan life and religion centered on growing maize and using it for food. Artifacts and Spanish written records indicate that the fields were worked by Mayan men and that preparing the maize for food was the responsibility of women.

Students learn of this separation of responsibilities when they study the agriculture-based economy of the Mayans and then develop lists of tasks that they believe Mayan men and women would have needed to complete to maintain this economy. The raising and use of maize is given as a sample task. The class may be divided for this brief activity, each half taking either the male or female perspective. Students are given time to work independently, to pool their ideas, and to report their lists to the class. Tasks should be listed in the order in which they would be done.

Students' lists for Mayan women could include the soaking, grinding, cooking, washing, patting, and frying of the maize and preparing maize porridge. Lists for Mayan men might mention raising and preparing fields and planting, tending, harvesting, loading, and transporting crops.

Students next learn of some of the geographic hardships that the Mayans faced. An average rainfall of 120 inches (304.8 centimetres) per year meant restricted, hurried planting and harvesting seasons. Tropical animals and insects were constant problems, and fields were quickly overrun by jungle growth. Overfarming resulted in five- to ten-year periods during which some fields lay fallow before they could be replanted. The lack of wheeled vehicles or farm animals meant that farmers carried loads on their backs. Besides maize, the Mayans also raised cacao, tobacco, and cotton.

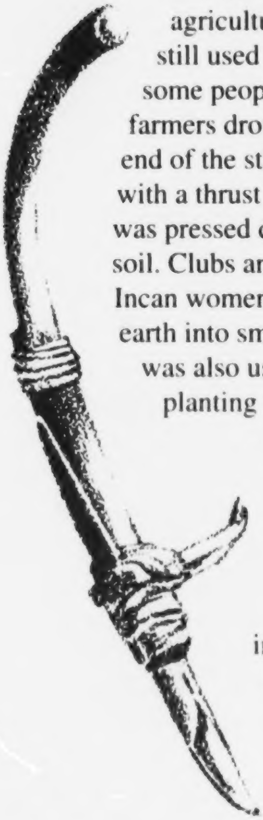
In addition to preparing food, Mayan women were responsible for spinning yarn, weaving textiles and embroidering them, raising poultry, marketing (including buying and selling), and caring for the children. During crucial times, women assisted the men with fieldwork. They were also involved in the processing and preparation of crops besides maize.

Drawing from their knowledge of U.S. and world history, students consider how the Mayan economy and the responsibilities of men and women compare with those of other ancient societies. How does the Mayan division of labor compare with that of nineteenth-century prairie life in the United States? With that of California today?

If the United States were to be plunged into an extreme energy crisis that resulted in the long-term curtailment of gas and electrical appliances and of our fuel-based economy in general, would people be able to survive? Why or why not? What would citizens need in order to function? How might Mayan women regard the modern appliances, home fixtures, and shopping malls of today? How might Mayan men regard large corporate farms and contemporary farming technologies? Such questions can be the basis for journal entries, quick-writing activities, or reflective essays.

When studying each of the three major civilizations, students diagram the social structure of the society. A pyramid or other figure may be used to depict the distribution of the population. The diagrams can lead to questions about social institutions, such as slavery. Students may report on these issues. For example, was it possible to move from one class to the other, or did one's class at birth determine social status for life? This activity may be applied to other units of study as well.

In his book *The Amazing Potato,* Milton Meltzer states that the potato was perhaps the most important gift Peru gave to the world. Developed from wild tubers, this hybrid resulting from natural cross-fertilization perhaps wended its way through centuries, continents, and oceans to become one of the most historically important foods. When students study the agriculture of the Incas, they can learn how the potato became a staple food of mountain dwellers and farmers, who selected and planted the best types. How did the potato help to solve one of the problems of life in high elevations? (Hint: The varieties developed by farmers were frost-hardy.)



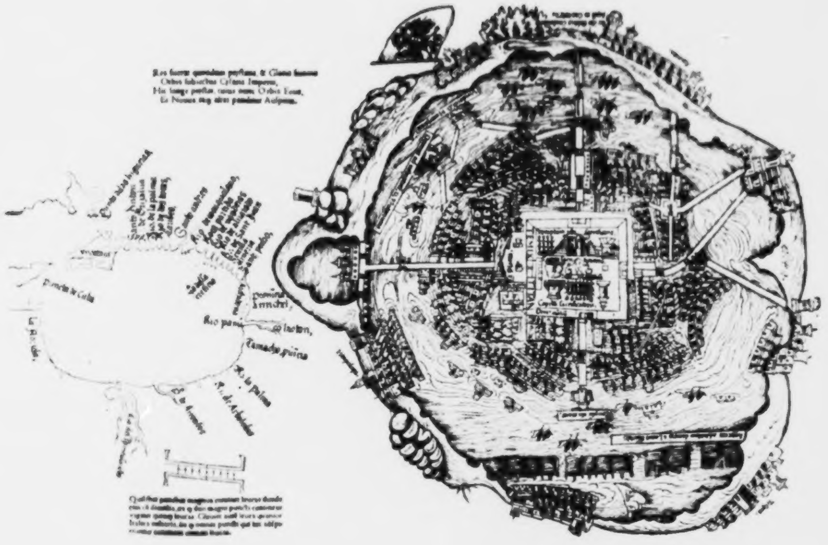
*Foot plow.* This primitive agricultural tool is still in use in some parts of South America.

One of the most primitive agricultural tools is the foot plow, still used in modern-day Bolivia by some people. With this tool, Incan farmers drove the slender, spadelike end of the stick down into the soil with a thrust of the foot; the handle was pressed downward, turning up the soil. Clubs and hoes were used by Incan women to break up big clods of earth into small pieces. The foot plow was also used by Incan farmers for planting maize. (See the drawing on page 20 of Meltzer's book, which depicts maize planters in Peru from the time of the Spanish conquest.) Teachers may read the introduction to *The Amazing Potato* before beginning this activity. Why would such a tool still be used today by Peruvian farmers? The study of the Incan cultivation of the potato is a convenient connection to the discussion of natural cross-fertilization and the work of Gregor Mendel and, therefore, correlates well with science lessons.

Students should examine the existence or absence of human sacrifice in the civilizations studied. For example, why did the Aztecs sacrifice human beings? How did this belief influence the Aztecs' wars against neighboring peoples? Some historians believe that Aztec mythology offers a clue to understanding this inhumane practice. The Aztecs believed that their god of war and the sun had led them to Tenochtitlán and made them a great people. In reciprocation, the Aztecs thought they must help him. At sunset, the sun god was believed to enter a dark world through which he had to fight his way; only if he won his fight would he rise again to bring the morning. If the sun never rose again, earthquakes would destroy the earth. According to historians, the Aztecs tried to keep the sun god well fed for the nightly struggle. But the sun god did not eat ordinary fare; he ate human hearts. Fearing that without hearts to eat the sun god would lose his fight, the Aztecs sacrificed human beings; in a special sacrificial ritual, the heart of the victim was raised as an offering to the sun god.

In wars against their neighbors, the Aztecs captured prisoners, who were used as sacrifices to the sun god. Without wars, there would be no human sacrifices; without sacrifices, the Aztecs believed, there would be no sun.

Nobel prize–winning poet Octavio Paz has explained the significance of these beliefs more fully. Teachers are



*City plan of Tenochtitlán.* This woodcut was made in 1520, the year before the city was destroyed by Cortés. Reprinted by permission of William L. Clements Library, University of Michigan.

referred to the section "Rejuvenation Through Blood" in Appendix V-2 for additional information. (Students should understand that the practice of human sacrifice was not unique to the Aztecs; the early Phoenicians, Celts, and other societies are known to have practiced it.)

The teacher explains that the Aztecs' wars against their neighbors and their use of captives as sacrifices will be important for students to remember when they reach Unit X. In addition to learning of the brutal and greedy conquistadors, students will see how the Aztecs' neighbors united with fewer than 500 Spanish invaders to form an army of 7,000 to march on Tenochtitlán. The result was the conflagration of the capital, the annihilation of an entire culture and people, and the end of an era—one of the bloodiest and most devastating chapters in the story of humankind.

## Extended and Correlated Activities

In any discussion of Aztec art, it is important to point out that most artifacts now considered art were created for religious purposes: Masks were placed on the dead, elaborate knives were used in religious ceremonies, and paintings were used to teach religious beliefs. Is any twentieth-century art created for these purposes or functions in the United States? How does the Aztec use of its "art" compare with that of cultures studied in the sixth grade?

Especially interesting Aztec artifacts are the codices. The Aztecs used these manuscripts, which they illustrated with complex designs, to record their rituals and legends. Students can compare the style used in reproductions of the codices (See *Voyages of Discov-*

*ery: Time Frame* A.D. *1400–1500*, page 157; *Across the Centuries*, page 428; *The Aztecs*, by Pamela Odijk, page 31) to the illustrations drawn by Deborah Nourse Lattimore in her book *The Flame of Peace* (see "Resources for the Sample Topic"). The illustrator has used her own style to interpret or recreate Aztec drawings and designs. For example, the illustrator draws eyes differently from the way the Aztec artisan did.

Students may wish to re-create some Aztec drawings using their own styles and color schemes. They can then write or tell about what they learned regarding the Aztecs' use of line, color, shape, space, value, texture, and pattern. What shapes are most often repeated? How are textural qualities represented? Can we tell what materials were used in the headdresses by the way they are drawn? Some students may be interested in creating their own symbolic characters to represent natural forces (rain, wind, fire, and so forth) or to represent issues that concern them (such as the depletion of the ozone layer, air pollution, or the need for environmental cooperation). They may gain an understanding of how difficult it is to interpret symbols from another culture and how creative and imaginative an artist must be to put an abstract concept into a visual form. Teachers may also use this activity to have students focus on Aztec values—and to consider how those values might be inferred from the artworks.

Limestone pyramids were at the heart of Mayan cities. The logistical problem of moving stones and constructing these impressive ancient structures is among the issues that historians and archaeologists of the Mayan civilization still find interesting. Students can explore this question in an activity that correlates history and mathematics.

Pictures of Mayan pyramids may be examined by selected students (see Odijk's *The Mayas*, page 39) to estimate the size of one limestone block. Is it as big as the teacher's desk? How much would it weigh? To estimate the weight of one block, students may weigh a brick, which has a density ratio somewhat similar to that of limestone. After determining the weight and size of the brick and estimating the size of the block, students estimate the weight of one block.

How many men would it have taken to lift the stone? Since relatively fit adults can lift approximately 125 pounds, students can determine the answer by dividing the weight of one block by 125.

How did the men move the stone? To answer this question, students are required to think more creatively. They may, for example, experiment with rolling a small book across pencils—a mock form of rolling a stone across logs. (If students use three pencils and rotate them toward the front of the book, the book can be rolled a long distance.) The Maya possessed a more sophisticated grasp of physics (e.g., stress and strain factors) than the average seventh grader; nevertheless, the problem can be fascinating for youngsters and fuels their interests in both history and applied mathematics.

Later in the year, as students study the Spanish conquest of the Aztecs, they consider the long-range historical impact of such diseases as smallpox and bubonic plague. What was the origin of these diseases? Despite improvements in medicine, epidemics are still with us: Some varieties of influenza cross boundaries and become epidemic, with varying degrees of devastation; AIDS continues to be a major health problem with both medical and moral ramifications. Students may research the nature of various epidemics, their places of origination, and their means of transmission and reflect on the historical or contemporary consequences. "Understanding Epidemics," on page 441 of *Across the Centuries*, complements the topic.

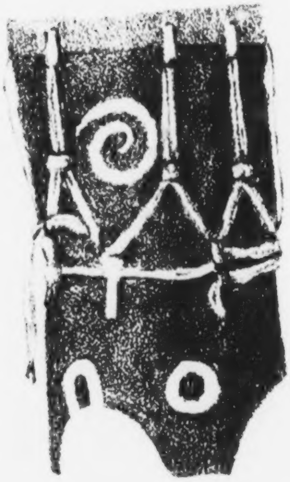
Both the Aztec and Mayan cultures had legends of a mystical drum that came from the sky to help the people. Its effect was magical, and the Aztecs thought that the drum possessed supernatural powers.

The Aztecs made many drums from hollowed logs. The term *huehuetl* refers to any large, upright drum that is footed (i.e., legs are cut from the body of the drum). A jaguar skin covered the single drum head and could be tightened or loosened to raise or lower the pitch. Players used their fingers instead of mallets.

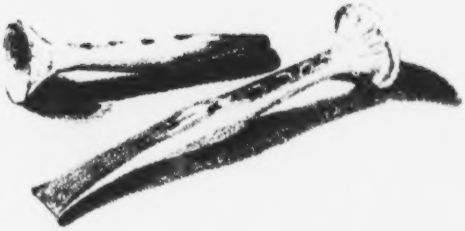
Other Aztec instruments include flutes carved from bones, clay whistles, rattles, bells, and other drums. Although the Aztecs used music for household entertainment, much of their music was communal and religious.

Further information regarding Aztec music and its social importance may be found on page 36 of Pamela Odijk's *The Aztecs*. Interested students may report on Aztec music and compare the *teponaztli* (another type of holy drum) with the talking drums or slit-log drums of Africa. (See Jacqueline Dineen's *The Aztecs*, page 33, for good pictures of Aztec instruments.)

Although it is believed that Aztec music was not written down, modern composers have evoked the ancient culture through contemporary counterparts of the original instruments. For example, the second symphony (*Sinfonía indio*), by the Mexican composer Carlos Chavez (1899–1978), makes notable use of rattles, drums, and flutes to suggest the glory of ancient indigenous cultures.



In music classes, students may experiment with tunable percussion instruments and log drums. Since Aztec music is believed by some musicologists to have been pentatonic, tunable hand drums may be pitched according to a pentatonic scale. How is the huehuetl similar to and different from the modern timpanum or kettledrum? Of what is the head of a timpanum made? Since the materials used in making instruments have a great deal to do with their timbres, how did geographic or natural features play a part in predetermining the sound of Aztec music?



Little is known of Incan music, which was not written down but passed from person to person. Ethnomusicologists believe that some remnants of it remain in present-day Peruvian music, despite European influences.

Mayan music is slightly better known, partly because some songs were written down in the collection *The Books of Chilam Balam.* Mayan artifacts record the presence of drums, rattles, and long horns. The presence of certain musical instruments in South America, such as the *huayra-pu hura* (pan-pipes), has led some musicologists to consider the possibility of early exchanges between China, the Malay Archipelago, the Pacific islands, and ancient America. Teachers interested in this topic are referred to Curt Sachs's

*The History of Musical Instruments,* listed in the "Visual and Performing Arts Resources."

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

### Resources for the Sample Topic

Aliki. *Corn Is Maize: The Gift of the Indians.* New York: Harper, 1976. In this book, students learn how Indian farmers thousands of years ago found and nourished a wild grass plant; made it an important part of their lives; and learned the best ways to grow, store, and use its fat yellow kernels. Intended for younger readers, this book is also appreciated by many seventh graders.

*******The Aztecs.* Indians of North America series. New York: Chelsea House, 1989. Though written somewhat above the reading level of many seventh graders, this book and *The Maya,* a companion volume, are rich with written and visual information. Students can use the two books for reference and research; teachers will value them for background reading.

*Bierhorst, John. *The Monkey's Haircut and Other Stories Told by the Maya.* New York: Morrow, 1986. John Bierhorst is one of the notable folklorists specializing in indigenous American cultures. The collection is useful when beginning the study of the Mayan civilization.

**Dineen, Jacqueline. *The Aztecs.* Worlds of the Past series. New York: New Discovery Books, 1992. This student reference book is illustrated with high-quality, full-color photographs, maps, and diagrams. It is especially useful for the research activity described in "Culminating the Topic" in this unit. A companion volume, *The Incas,* by Sarita Kendall, is from the same series and is also recommended.

*Fisher, Leonard Everett. *Pyramid of the Sun—Pyramid of the Moon.* New York: Macmillan, 1988. The Toltec and Aztec cultures are carefully described and enhanced by memorable illustrations, making this book a valuable resource for classroom use. Some teachers read the book (or excerpts) aloud to their classes.

Garcilaso, de la Vega. *Royal Commentaries of the Incas.* Austin: University of Texas Press, 1966. Garcilaso was born in Peru in 1539. His mother was an Inca; his father, a conquistador. Throughout his life, Garcilaso assembled legends and history of the Incas and wrote descriptions of Spanish conquerors. His extensive work was completed in 1612.

Part 1, the legends, is useful for this unit; Part 2 complements topics in Unit X.

Garrett, Wilbur E. "La Ruta Maya," *National Geographic* (October, 1989), pp. 424–479. Five nations are collaborating to establish the Maya Route to showcase their shared cultural, historical, and environmental heritage. Easier access to Mayan ruins is one of the goals in the building of this route. This article tells of the ruins, the traditional crafts, the endangered tropical forests, and the barrier reefs along the way.

**Gifford, Douglas. *Warriors, Gods and Spirits from Central and South American Mythology*. Schocken, 1983. John Sibbick's illustrations for this folktale collection appeal to middle school students. Stories represent the cultures of the Aztecs, Toltecs, Mayas, Incas, and others. The author includes helpful historical background.

Guyatt, John. *Ancient America*. St. Paul, Minn.: Greenhaven Press, 1980. This booklet is a resource for students. It has a number of very good excerpts from primary sources at the end and is also well supplemented with black-and-white photographs. The conquests are featured as well as the civilizations. It is available from social studies supply houses.

**Kendall, Sarita. *The Incas*. *WORLDS OF THE PAST* series. New York: New Discovery Books, 1992. High-quality, full-color photographs and a topical arrangement make this in-depth resource appealing to students. Over 60 pages long, it includes a time line and a glossary. See also the entry for Jacqueline Dineen's *The Aztecs*.

*Lattimore, Deborah Nourse. *The Flame of Peace*. New York: Harper Junior Books, 1987. In retelling this authentic Aztec tale, Lattimore reproduces the icons and designs of this ancient culture. The story is based on the "Alliance of Cities" during the time of Itzcoatl. See also the author's *Why There Is No Arguing in Heaven: A Mayan Myth*. (New York: Harper Junior Books, 1989), which is an effective complement to the study of this civilization.

McDowell, Bart. "The Aztecs," *National Geographic* (December, 1980), pp. 704–751. In this well-illustrated article, McDowell studies the nature of the modern and ancient Aztec peoples. Many of the ambivalences of today's Aztec people come to light through historical interpretation. See also McDowell's "Mexico's Window on the Past," *National Geographic* (October, 1968), pp. 493–521, which describes Mexico City's National Museum of Anthropology and its holdings.

McIntyre, Loren. "The Lost Empire of the Incas," *National Geographic* (December, 1973), pp. 729–787. The culture of the Incas is the subject of this article. The highlight of the article is a pictorial chronicle of the Incas taken from a 1615 treatise by Felipe Guaman Poma, with drawings done by Poma's wife.

**Odijk, Pamela. *The Incas*. *THE ANCIENT WORLD* series. Englewood Cliffs, N.J.: Silver Burdett, 1989. Slim and colorful, this is an essential reference work for students. Companion volumes, *The Aztecs* and *The Mayas*, are just as strongly recommended. The color

photographs; reproductions of artifacts, topical organization, and multifaceted presentation are appealing to students.

Samora, Julian, and Patricia Vandel Somon. *A History of the Mexican-American People.* Notre Dame, Ind.: University of Notre Dame Press, 1977. Available through libraries or in paperback through bookstores, this volume is a good resource for background information on such topics as Bartolomé de las Casas and the mestizos. This book is also listed in the resources for Unit X.

Skidmore, Thomas E., and Peter Smith. *Modern Latin America* (Second edition). New York: Oxford University Press, 1989. Portions of this book deal with Spanish settlements, Roman Catholicism in Spanish America, the mercantilist system, and the devastating impact of the Spanish conquest on surviving Indian culture. This book is listed also in the resources for Unit X.

**Steele, Philip. *The Incas and Machu Picchu.* New York: Macmillan, Dillon, 1993. One of the volumes in the publisher's *Hidden World* series, this student resource contains helpful photographs and historical drawings and is helpful for the sample topic's research project.

Stuart, George E. "City of Kings and Commoners: Copan." *National Geographic* (October, 1989), pp. 488–505. Stuart tells of this ancient Mayan city and its archaeological wonders. The city, located in Honduras, is now under restoration. This article examines both the restoration efforts and the artifacts that archaeologists have uncovered.

*Voices from World History: Level F.* Austin, Tex.: Steck-Vaughn, 1991. This classroom resource contains an excerpt from Garcilaso de la Vega's *Royal Commentaries of the Incas.* Garcilaso treasured the myths of the Incas, and the excerpt in this resource records an authentic legend as told to him by an elder Inca. Refer to pages 110–113 of the book for the excerpt.

***What Do We Know About the Aztecs? What Do We Know About* series. New York: Bedrick, 1992. In preparation as this course model goes to press, this book follows the format of previous titles in this series. Students find the *What Do We Know About* books to be good resources for research and independent projects. The emphasis is on the everyday lives of people.

*Wisniewski, David. *Rain Player.* New York: Clarion, 1991. The ancient Maya believed that the future was divinely decreed and could not be changed. This story is a dramatic tale of a boy who challenged this belief by taking matters into his own hands. While some artistic license has been taken by the author in reconstructing this ancient story, his afterword provides essential historical background. Students can reflect on how the boy's attitude is closer to contemporary Western world views in its emphasis on self-determination.

*Wood, Marian. *Ancient America. Cultural Atlas for Young People* series. New York: Facts on File, 1989. Written for young readers, this book provides a useful discussion of pre-Columbian peoples in both North and South

America. It includes the great empires of the Aztecs and the Incas.

**Wood, Tim. *The Aztecs*. SEE THROUGH HISTORY series. New York: Viking, 1992. This generously illustrated volume is perhaps the most attractive and appealing resource for students. Especially noteworthy are the four transparency overlays accompanying full-page illustrations. Numerous aspects of Aztec life and culture are described.

## General Resources

Adams, Richard E. W. "Archaeologists Explore Guatemala's Lost City of the Maya: Rio Azul," *National Geographic* (April, 1986), pp. 420–452. An untouched tomb found at Rio Azul is the location of new discoveries by archaeologists who work at the site. Two follow-up articles in the same issue take up the topics of the ethics of "tomb robbing" and of maintaining private collections of artifacts recovered from tombs.

Alva, Walter. "Discovering the New World's Richest Unlooted Tomb," *National Geographic* (October, 1988), pp. 510–549. Over 17 centuries old, this Peruvian Moche tomb has yielded the richest treasure yet to be found in the Americas. Moche art and technology rivaled that of the Maya. By examining the tomb's contents and the placement of its dead, students can decipher clues about Moche technology. A follow-up article in the same issue, "Unraveling the Mystery of the Warrior-Priest," describes the iconography of power in the Moche culture. The author's "The Moche of Ancient Peru: New Tomb of Royal Splendor" (*National Geographic*, June, 1990, pp. 2–16) tells of a mud-brick pyramid complex in northern Peru that has yielded a wealth of gold and silver.

Anawalt, Patricia Rieff, and Frances F. Berdan. "The Codex Mendoza," *Scientific American* (June, 1992), pages 71–79. The authors discuss the magnificent Aztec picture book that was compiled at the instigation of the Spanish conquerors. The codex constitutes an eyewitness account of a rapidly vanishing civilization. A map showing the expanding boundaries of the empire is particularly helpful. This article is recommended for reading by teachers for background information.

Athey, Lois. *Latin America: History, Culture and Geography*. THE REGIONAL STUDIES series. New York: Globe Book Company, 1987. This paperback book includes two chapters that are very useful for seventh grade studies. One discusses the pre-Columbian civilizations; the second looks at the European conquests in Central and South America.

Bateman, Penny. *Aztecs and Incas, A.D. 1300–1532*. GREAT CIVILIZATIONS series. New York: Franklin Watts, 1988. Colorful illustrations combine with text to survey the accomplishments of the Aztec and Inca civilizations of Mexico and Peru.

*Berdan, Frances L. *The Aztecs of Central Mexico*. New York: Holt, Rinehart and Winston, 1982. This is a case study of the people who dominated a vast area of

what is now Mexico by the time the conquistadors arrived in A.D. 1519 but who had humble, nomadic beginnings. Berdan's vivid and detailed reconstruction of Aztec life and culture is based on a variety of documents. It is for teachers' background reading.

Boorstin, Daniel J. *The Discoverers: A History of Man's Search for His World and Himself.* New York: Random House, 1983. Several chapters of Boorstin's book examine the relationship among events during the period of exploration. Some interesting theories are presented to explain the sequence of discoveries and the nations that initiated them. This book is suggested for teachers.

Brotherston, Gordon. *Image of the New World—The American Continent Portrayed in Native Texts.* New York: Thames and Hudson, 1979. This teachers' resource includes 118 selections from Native American literature and documentary texts.

*The Buried Mirror: Reflections on Spain and the New World.* Videotape series. Text written and narrated by Carlos Fuentes. Chicago: Films Incorporated Video, 1993. Available in both English and Spanish versions, this series of five 59-minute programs explores the origins of the Spanish elements in Latin America, the lives of American peoples prior to 1492, colonialism, revolution, and the impact of history on today's world. The series was intended for adult viewers and is recommended for teachers. It is useful for Unit X as well.

Casson, Lionel, and others. *Mysteries of the Past.* New York: American Heritage Publishing, 1977. Embellished with many black-and-white pictures, this resource includes an essay titled "What Caused the Collapse of the Maya?"

*Chronicle of the World.* Edited by Jerome Burne. London: Longman, 1989. Important, sometimes simultaneous events in history are chronologically arranged and described in a "new article" format. Although written for adults, this noteworthy compilation is fascinating to students as well.

*The Conquest of Mexico.* Amawalk, N.Y.: Jackdaw Publications, n.d. This is a portfolio of primary source documents related to the Spanish conquests in Mexico. It is available from the publisher, P.O. Box 503, Amawalk, NY 10501, or from social studies supply houses.

**Coupe, Sheena, and Barbara Scanlan. *History Begins.* Melbourne, Australia: Longman, 1985. Pages 223–236 of this student text contain material relating to the Olmec and Mayan civilizations. A companion text, *Threads of Time,* contains material relating to the Incas and the Spanish conquest. Seventh graders enjoy these materials, and such features as "How Do We Know?" and "Time to Understand" suggest supplementary projects. Teachers will want to have copies of both books from which to select material throughout the year.

Donnan, Christopher B. "Master Works of Art Reveal a Remarkable Pre-Inca World," *National Geographic* (June, 1990), pp. 16–33. Archaeologist Donnan examines the artistry and technology of the pyramids, irrigation canals, metal

crafts, and pottery of the ancient Moche people of Peru.

*Durán, Gloria. *Malinche: Slave Princess of Cortez.* Hamden, Conn.: Linnet Books, 1993. The figure of Malinche is a curious one today—half legend, half history. Was she a traitor, or was she betrayed by her people? Durán relies on historical and archaeological evidence to develop an informed fiction-on-fact portrayal of one of history's most memorable enigmas. Advanced seventh graders may enjoy the book, although it is better read by somewhat older adolescents. It is suggested for teachers' reading as well.

*Early America Civilizations* (Second edition) Film/video. Northbrook, Ill.: Coronet Film and Video, 1992. Telephone (800) 777-8100, ext. 5025. A basis for comparing great civilizations on other continents can be made by viewing the ruins of ancient Indian cities in the Andes Mountains of South America and on the plateaus and lowlands of Mexico and Central America. This video/film pictures the history and daily life of the Olmecs, Mayas, Toltecs, Aztecs, and Incas and portrays both their achievements and their vulnerability to conquest. Descendants of the Mayas and Incas are noted, links between the past and the present. The film/video is about 24 minutes long.

*The European Emergence: TimeFrame A.D. 1500–1600.* Alexandria, Va.: Time-Life Books, 1989. Chapter two in this volume tells of the Spanish conquests of Mexico and Peru.

**Faces: The Magazine About People.* Vol. 6 (June, 1990). An array of articles relating to ancient Mexico includes student-oriented compositions on the Aztecs, the Olmecs, Teotihuacán, religion, folktales, games, and activities. *Faces* is one of three history magazines Cobblestone publishes for use in schools. For ordering information, contact Cobblestone Publishing, 30 Grove Street, Peterborough, NH 03458; phone (603) 924-7209.

Fagan, Brian M. *Kingdoms of Gold, Kingdoms of Jade: The Americas Before Columbus.* New York: Thames and Hudson, 1991. Well researched and attractively presented, this specialized work is noted for its wide appeal to adult readers. It is suggested for reading by teachers.

Farb, Peter. *Man's Rise to Civilization as Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State.* New York: E. P. Dutton, 1968. Farb examines the sources of power and authority of the ancient civilization of the Aztecs and relates them to the rapid decline in the civilization.

Fasquelle, Ricardo Agurcia. "A Royal Mayan Tomb Discovered," *National Geographic* (October, 1989), pp. 480–487. In the ancient Mayan city of Copon in Honduras, the first royal tomb to be discovered in a century was found. Drawings and photographs depict its archaeological wealth.

Gill, Sam. *Native American Religions.* Belmont, Calif.: Wadsworth, 1982. Busy teachers will appreciate this book for its accessible presentation of scholarly material.

Grun, Bernard. *The Timetables of History: A Horizontal Linkage of People and Events.* New York: Simon and Schuster, Touchstone, 1975. This is an invaluable resource for cross-referencing dates that relate to the following topics: history and politics; literature and theater; religion, philosophy, and learning; visual arts; music; science, technology, and growth; and daily life. Students can refer to this book when making their own time lines.

Hammed, Norman. "Unearthing the Oldest Known Maya," *National Geographic* (July, 1982), pp. 126–140. Hammed has written of findings at Cull, a ceremonial center in Belize, that pushed back the initial life of the Mayan culture to 2400 B.C.

Herring, Hubert. *History of Latin America* (Third edition). New York: McGraw-Hill/Macmillan, 1968. This is a standard college textbook and is useful for teachers interested in reviewing or strengthening their own understanding of the topic. This book is listed in the resources for Unit X as well.

*Holmgren, Virginia. "Machu Picchu: Lost City of the Incas," *Calliope World History for Young People* (May/June, 1991), no pp. Archaeology, geography, and history merge in this article to pique students' curiosities. Photocopying is possible for classroom use. Back issues of the magazine are available from Cobblestone Publishing, 30 Grove Street, Peterborough, NH 03458, (603) 924-7209.

**Lathrop, Jacqueline Phillips. *Ancient Mexico: Cultural Traditions in the Land of the Feathered Serpent* (Fourth edition). Dubuque, Iowa: Kendall/Hunt Publishing, 1991. This is a history of cultural developments in Mexico from prehistory to the present day. Well illustrated, scholarly, yet easy for teachers to read, Lathrop's book highlights the major artistic and intellectual accomplishments in centers of growth throughout Mexico. It provides a general framework for teachers who have little or no prior knowledge of Mexico's early history.

Leonard, Jonathan Norton. *Ancient America. Great Ages of Man* series. New York: Time, Inc., 1967. The culture and achievements of the ancient Olmec, Aztec, Mayan, Incan, and other pre-Columbian American civilizations are described in this volume. The Spanish conquests are discussed in detail. This well-illustrated volume depicts the ancient world and its heritage that survives today in crafts and ceremonies. Consult libraries for copies.

Long, Michael E. "Enduring Echoes of Peru's Past," *National Geographic* (June, 1990), pp. 34–49. Long and his photographer, Nathan Benn, traveled along Peru's coast to find remnants of the ancient past in today's crafts, ceremonies, and daily activities.

*Mayan Folktales: Folklore from Lake Atitlán, Guatemala.* Translated and edited by James D. Sexton. New York: Doubleday, Anchor, 1992. The lively Mayan myths are not unlike tales told in our time. This panorama of stories reflects tragic, comic, ribald, profound, and mysterious aspects of the Mayan world. A commendable number of stories reinforce such universal values as honesty, industry, sharp-wittedness,

sharing, and fairness. This book is listed for adult readers.

Meltzer, Milton. *The Amazing Potato: A Story in Which the Incas, Conquistadors, Marie Antoinette, Thomas Jefferson, Wars, Famines, Immigrants, and French Fries All Play a Part*. New York: HarperCollins, 1992. After reading this book, no student will doubt the historical efficacy of the popular potato and other comestibles. Chapter 2, "A Gift of the Inca People," relates specifically to this unit as well as to Unit X. Meltzer, a respected writer of history for young readers, has an engaging style. See also Meltzer's book *Gold* (HarperCollins, 1993), applicable to both this unit and Unit X.

Moctezuma, Eduardo Matos. "New Finds in the Great Temple," *National Geographic* (December, 1980), pp. 766–775. Called the Crown of Tenochtitlán, the Great Temple, or Templo Mayor, was a symbol of Aztec accomplishments. Drawings and photographs bring this culture to life for students.

Montes, Augusto F. "The Building of Tenochtitlán," *National Geographic* (December, 1980), pp. 752–765. This article chronicles the building of the ancient Aztec city of Tenochtitlán from the time of its prophecy to its completion. Drawings and descriptions of six of the major gods in the Aztec pantheon highlight the article.

O'Dell, Scott. *The Amethyst Ring*. Boston: Houghton Mifflin, 1983. This novel is more appropriate for Unit X, since it deals with the swift and tragic fall of the Inca Empire. It is listed here for those teachers who prefer to correlate its use with this unit. See also O'Dell's *The Feathered Serpent*.

Sabloff, Jeremy. *The Cities of Ancient Mexico: Reconstructing a Lost World*. New York: Thames and Hudson, 1989. Sabloff describes the life and times in the great ancient cities of Mexico.

*Schele, Linda, and David Freidel. *A Forest of Kings: The Untold Story of the Ancient Maya*. New York: William Morrow, 1990. This history of the "New World" as it existed before the European invasion tells the story of the Mayan civilization up to its destruction by the Spanish. Recommended to teachers for background reading, the work is well illustrated, well researched, and consistently interesting.

Snell, Tee Loftin. *The Wild Shores: America's Beginnings*. Washington, D.C.: National Geographic Society, 1974. Spanish conquests and English exploration and settlement are described in this well-illustrated book. Several early maps may be of special interest to students.

Stuart, Gene S. *America's Ancient Cities*. Washington, D.C.: National Geographic Society, 1988. This book contains a chapter titled "A Golden Age in Mesoamerica." It is superbly embellished with photographs and drawings depicting Mesoamerican antiquity. A second chapter deals with trade among the Mesoamerican cities.

**Swanson, Earl H.; Warwick Bray; and Ian Farrington. *The Ancient Americas*. *The Making of the Past* series. New York: Bedrick, 1992. Though written for slightly older readers, this book will be

welcomed by seventh graders as a resource for research. Borrowing from archaeology and other social sciences, this fresh view of history is illustrated with many full-color photographs, diagrams, line drawings, and reconstructions. Authoritative and up-to-date, it conveys the excitement of recent discoveries about American civilizations.

*Voyages of Discovery, TimeFrame* A.D. *1400–1500.* Alexandria, Va.: Time-Life Books, 1989. This book is the source for the first of the "extended activities." This and other volumes in the *TimeFrame* series are recommended for both teachers and students.

Wilkerson, Jeffrey K. "Man's Eighty Centuries in Veracruz," *National Geographic* (August, 1980), pp. 203–232. Wilkerson documents his two decades of work studying the chronology of human habitation on Mexico's Gulf Coast.

## Visual and Performing Arts Resources

ART THROUGH THE CENTURIES, *The Americas.* Sandak, 70 Lincoln Street, Boston, MA 02111, (617) 423-3990. Sandak has selected 16 color slides from its collection to create a set that is coordinated with this unit. The slides depict art and artifacts from the Olmec, Mayan, Moche, Aztec, and Incan cultures. Depicted are ceramic pottery and statues, a mosaic mask, the Eight Deer Codex, gold figurines, an Incan tunic, and Machu Picchu.

*Aztec Cosmos.* Madison, Wis.: Knowledge Unlimited, Inc., n.d. This is a color poster of the Aztec calendar with a teacher's guide. For ordering information, phone (608) 836-6660.

*Before Cortés: Sculpture of Middle America.* Sandak Color Slides, 70 Lincoln St., Boston, MA 02111, (617) 423-3990. This set of 50 slides reflects the spectacular artistic production of the region from central Mexico to Panama and the West Indies, spanning nearly 3,000 years. The objects represent achievements from the early Olmec civilization up to the Aztec Empire that flourished at the time of the Spanish conquest.

*The Civilization of the Ancient Maya and Its Collapse.* Alarion Press, P.O. Box 1882, Boulder, CO 80306. This filmstrip program gives an overview of Mayan civilization during its late classical period and an analysis of its eventual collapse. Examined are Mayan architecture at Uaxactun, Tikal, and Bonampar, the social and political organization of these cities, and the relationship between the Mayas and their environment.

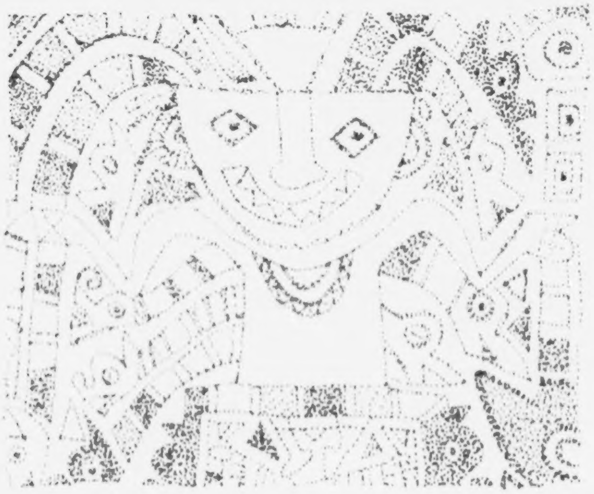
Claudia's Caravan, P.O. Box 1582, Alameda, CA 94501, (501) 521-7871. This supplier sells authentic musical instruments from South America, Africa, and other areas of the world. A catalog is available on request. *Land of the Incas,* an audiocassette, features contemporary music based on traditional village melodies.

*The Codex Nuttall.* Edited by Zelia Nuttall. New York: Dover Publications, n.d. This full-color reproduction of a very rare and beautiful picture manuscript from ancient Mexico (Mixtec) consists of more than 80 pages of clear, glyphlike drawings. The introduction discusses the style, iconography, history, and interpretation of Mixtec codices.

*Early Civilizations of the Americas.* Madison, Wis.: Knowledge Unlimited, 1992. The origins, history, and important contributions of these civilizations are explored. The package includes one filmstrip, one audiocassette, and one illustrated guide.

Ethnic Arts and Facts Educational Culture Kits. P.O. Box 20550, Oakland, CA 94620. Kits of traditional artifacts, such as Peruvian and Guatemalan musical instruments, dolls, fabric, and baskets, are available from this firm.

EXPLORER series of recordings. Elektra Nonesuch, 75 Rockefeller Plaza, New York, NY 10019, various dates. For nearly two decades the *EXPLORER* series of recordings featured folk music from around the world that is not widely heard in the United States. Though most of the old recordings are out of print, Nonesuch is beginning to reissue the recordings on compact discs. Contact Carol Yaple for purchasing information.



*The History of the Incas.* Alarion Press, P.O. Box 1882, Boulder, CO 80306. This filmstrip program briefly summarizes the history of the Inca Empire and then examines its economics, organizational and engineering feats, political structure, beliefs, public works, and architecture.

*The Incas Remembered.* Madison, Wis.: Knowledge Unlimited, 1986. The wonders and mysteries of the Incan civilization are explored.

Jessup, Lynne. *World Music: A Source Book for Teaching* (Revised edition). Danbury, Conn.: World Music Press, 1993. This is an annotated resource guide to books, recordings, and films dealing with the musical traditions of a wide variety of cultures. It focuses on authentic, in-depth material that is nontechnical. Though somewhat dated, its list of resources and suppliers remains valuable. For purchasing information, see the entry in this section for World Music Press.

*Latin American Art.* Sandak Color Slides, 70 Lincoln Street, Boston, MA 02111, (617) 423-3996. Pre-Columbian works by the Olmec, Aztec, and Mayan cultures are represented in this 25-slide set. Also included are contemporary and later works by Venezuelan, Uruguayan, Mexican, and other artists.

*The Mayan Mystery.* Madison, Wis.: Knowledge Unlimited, 1986. This videotape (18 minutes long) provides an overview of the areas in which the Mayan Empire grew, flourished, and died. For ordering information, phone (608) 836-6660.

Reid, James W. *Textile Masterpieces of Ancient Peru*. New York: Dover Publications, n.d. A rich selection of textiles depicted in 77 full-color photographs reveals an unerring sense of design, sophisticated composition, and close ties with nature. The informative text discusses the historic, mythological, and aesthetic importance of textiles as well as the religious, political, sociological, and artistic roles of the motifs.

Sachs, Curt. *The History of Musical Instruments*. New York: W. W. Norton, 1940. Sachs's work continues to be a mainstay in this area of research. Chapters cover major time periods, and examples connect a variety of cultures. Not for use by seventh graders, the book should be sought through public libraries by teachers of music and history. Also available by the same author is *The Rise of Music in the Ancient World, East and West,* and *World History of the Dance*.

Shorewood Fine Art Reproductions, Inc., 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, are available from this source. *Tripod Vase* (pre-Columbian), *Late Classic, Ulna Valley*, and *Honduras*, correspond to this course model.

Spinden, Herbert. *A Study of Maya Art*. New York: Dover, n.d. In this work, with over 750 illustrations, the religious and philosophical ideas reflected in Mayan art are explored in the context of town planning, carved altars, and other artifacts.

State-adopted textbooks for the visual arts, various publications and dates. Chapters from the following textbooks that are adopted by the California State Board of Education or approved for legal compliance focus on topics related to this unit:

*Art in Focus* (Mission Hills, Calif.: Glencoe). A section is devoted to pre-Columbian art from Mexico and Central America.

*Understanding Art* (Mission Hills, Calif.: Glencoe). The art of the Andes, in its many forms, is explained, as is the art of Meso-America, including that of the Olmec, Maya, and Aztec.

*Tribal Design*. Crizmac Art and Cultural Education Material, P.O. Box 65928, Tucson, AZ 85728-5928, (602) 323-8555. This program introduces students to images of art from five major indigenous cultures, those of Alaska, New Guinea, pre-Columbian Mexico, Pacific Northwest Coast, and Africa. Individual units are available, each including a filmstrip, an audiotape, a teachers' guide, a language arts booklet, and a poster-size map.

*VISUAL TEXTBOOK FOR THE CALIFORNIA HISTORY–SOCIAL SCIENCE FRAMEWORK: Civilizations of the Americas.* The University Prints, 21 East Street, Winchester, MA 01890, (617) 729-8006. This company has prepared sets of 5 1/2" x 8" (14 x 20.3 centimetre) art prints that are coordinated with the seventh grade course model. The set for each unit is available boxed, loose-leaf, or bound in durable covers that open flat. Most prints are black-and-white, although some are in color; each print is captioned. Prints also may be purchased individually (seven cents each for black-and-white prints). This set of 42 prints includes works from the Mayan, Incan, and Aztec cultures. The civilizations come to life as students analyze pyramid construction, masks, wall paintings, codex pages, stone carvings, pottery, statues, silver work, tapestries, and other art and artifacts.

World Music Press, 11 Myrtle Avenue, P.O. Box 2565, Danbury, CT 06813, (203) 748-1131. This distributor features books and recordings of music from many cultures. *Music of the Andes* (long-playing record) includes examples of a contemporary musical tradition that many ethnomusicologists believe incorporates remnants of Incan music.

***Appendix V-1***

# *"Hello, Columbus"*

### by Robert Royal

*This article is included as background reading for teachers. Written in 1992 during the Columbus Quincentenary, the article addresses some of the issues related to the commemoration but focuses on topics relating specifically to this unit and to U.S. history as well.*

*Royal begins with a brief but striking discussion of the grandeur and sophistication of early American cultures. But he also reminds readers of fallacies inherent in newly emerging beliefs regarding this era. He directs readers' attentions to some grim but important facts.*

Columbus's first voyage to the New World was arguably the single most important event in the emergence of our modern sense that we are all together living on one planet. Yet, as we mark its 500th anniversary, the traditional hero-worship of the Genoese explorer is gone. Most children can count on learning only two things about Columbus in school today: that he was not the first European to reach these shores; and that the history of slavery, oppression, and conquest that followed his explorations makes even his achievements nothing to celebrate.

In many ways, a more realistic appraisal of Columbus should be welcome, as historical truths should always be. Over the years, Columbus has been used as an idealized symbol for everything from the Reformation and the emergence of democratic Protestant America to a role model for Catholics and Italian immigrants. Some of these symbolic distortions had a core of truth to them; others were fabricated from whole cloth. Columbus was a brave and skillful navigator, a visionary explorer, and a devoutly religious man, but he should not be facilely linked with the occupations or preoccupations of subsequent ages.

Unfortunately, owing to

*Note.* Robert Royal is the vice president for research at the Ethics and Public Policy Center and author of *1492 and All That: Political Manipulations of History*. This article is reprinted by permission of *Policy Review*, in which the essay originally appeared (Washington, D.C.: The Heritage Foundation, fall, 1992, pages 44–49).

ideological lenses, a more truthful historical picture of Columbus remains absent in many places. The same is true of the image of the indigenous peoples that he found on these shores. As a kind of compensation for centuries of uncritical hero-worship of Columbus, uncritical hero-worship of Amerindians has become a thriving industry as we approach the quincentenary. Where once the Indians played an incidental role in the story of the European colonization, they now generally occupy center stage, in both political and moral terms. It is an exaggeration, but only a slight one, to say that American Indians have become for many people the new heroes and models to be imitated as we contemplate 1492.

### A Wondrous Mosaic

Many of us retain an impression from grade school that in spite of the peoples already inhabiting these lands, the Americas basically were available for the daring explorer to take. This is a profound falsehood. Hundreds, perhaps thousands, of different indigenous groups lived here at the time of Columbus's arrival, and historians estimate the total population of the Americas at somewhere between 20 million and 100 million. Even the estimates of pre-Columbian population figures have become heavily politicized, however, with scholars who are particularly critical of Europe often favoring wildly higher figures. High starting points make Indian deaths by disease, warfare, and mistreatment all the greater. David Henige has dubbed this "Native American Historical Demography as Expiation." Yet despite their mistreatment by Europeans and devastation by European diseases (large numbers of Indians died as disease passed along trade routes, 80 percent without ever seeing a white man), some Indian groups are more populous today than in 1492. There now are 30 million Indians in Latin America alone, and several times more Iroquois in North America than at first contact.

Some Indians roamed in small hunting bands, while others had settled in immense urban complexes that rivaled major European cities both in size and splendor. The conquistador and, later, talented historian of the conquest of Mexico, Bernal Díaz del Castillo, writes of the Aztec capital Tenochtitlán that the Spaniards almost literally could not believe their eyes when they "saw things unseen, nor ever dreamed":

> We saw temples and oratories shaped like towers and bastions, all shining white, a wonderful thing to behold. And we saw the terraced towers, and along the causeways other towers and chapels that looked like fortresses . . . We turned our eyes to the great marketplace and the host of people down there who were buying and selling . . . Among us were soldiers who had been in many parts of the world, at Constantinople, all over Italy, and at Rome; and they said they had never seen a market so well-ordered, so large, and so crowded with people.

Unexpectedly, on the high Central Mexican plateau, served by causeways in the middle of a lake, sat one of the most remarkable cities in the world. Anyone who thinks all Native American societies were primitive and produced only primitive art should visit the Museo Nacional de Antropología in Mexico City.

### Illinois's Great Pyramid

Nor were the ancient Mexicans alone among indigenous peoples in such achievements. Successive waves of high urban civilizations, including Olmec, Toltec, and Mayan, left remains of similar quality and scale, although by the arrival of Columbus these urban centers had long since dispersed or declined. Like other Indian communities, however, they had created vast agricultural networks, including irrigation systems, and had discovered and made use of varieties of corn, beans, and squash. These Mesoamerican civilizations had also arrived at impressive intellectual achievements. Their calendars were more accurate than those used in Europe at the time, and their mathematicians had discovered the concept of zero and how to use it in computations. (Europe had borrowed this concept earlier from the Arabs.)

Further south, the Incas had created what was probably the largest empire on the face of the Earth in 1492, larger even than China's. The Incas also resolved the problems of governing over long distances broken up by mountains and valleys much as had the ancient Romans, by building a road system and a political, military, and civic complex that astonished Europeans for centuries after. The historian William Prescott could say of the Incan ruins as late as the nineteenth century:

> The traveller still meets . . . with memorials of the past, remains of temples, palaces, fortresses, terraced mountains, great military roads, aqueducts, and other public works, which, whatever degree of science they may display in their execution, astonish him by their number, the massive character of the materials, and the grandeur of the design.

Alexander von Humboldt, the natural scientist and explorer, stated: "The roads of the Incas were among the most useful and stupendous works ever instituted by man." The Incas also developed over 3,000 kinds of potatoes to meet nutritional needs; most of those species are unknown to the rest of the world even today. The rulers of the empire were so stupendously wealthy that they were able to fill an entire room with gold as a ransom when Francisco Pizarro demanded it; Pizarro executed the captive emperor anyway.

Nor were such advanced achievements limited to what is now Latin America. Across the Mississippi River from St. Louis, early Mississippians built a metropolitan center, often referred to as Cahokia, with high, earthen, pyramid-like mounds similar to the kinds of temples found south of the Rio Grande. The city flourished from circa A.D. 950–1350, evidently undergoing some sort of crisis before the European arrival. Its culture continued to influence Creek, Cherokee, Chickasaw, Choctaw and other Mississipian tribes, and knowledge of earlier practices at Cahokia can now only be guessed at through physical evidence and the early European testimony about then-intact kindred groups. All uncertainties aside, however, the sheer physical magnitude of Cahokia's achievements is indisputable; on the banks of the Mississippi, 30,000 people are believed to have lived in a city containing a pyramid that occupied more land than the Great Pyramid of Giza in Egypt.

## Lore and History

We do not usually think of advanced urban centers when we think of Native American culture. But within what is now the United States alone, there had been various other mound builders, along with over 300 other Indian tribes, speaking languages as diverse from one another as are German and Chinese. Even using the word "tribes" to describe these diverse groups cannot convey the range of peoples and social forms between North America's two coasts.

Contemporaneous with the Cahokian mound builders in 1492, whaling peoples on the Northwest coast, nomadic tribes in the interior, cliff dwellers in the Southwest, and numerous other nations dwelled in these lands. Each of these groups showed an ingenious ability to adapt to local environmental conditions and extract the necessities for life from the available flora and fauna. They also gave rise to a rich body of religious, mythological, and practical lore that retains considerable human interest.

The lack of written native languages has blocked a full understanding of this country's Native American history. Because the Mayan glyphs were the only true writing system in pre-Columbian America, we must rely almost entirely on oral traditions and archaeological evidence, where available, to reconstruct Native American history. Often, these two sources do not confirm one another. Later accretions to oral histories and gaps in the physical evidence introduce uncertainties everywhere. The written testimony of European settlers helps, but inevitably contain inaccuracies and misunderstandings. Given the economic, political, and military interaction of native peoples, all these instruments, even combined, leave much uncertainty. It is as if we had to reconstruct several centuries of Italian Renaissance history, not from the documents of the warring city-states, but from the anecdotal accounts of Arab traders who had contacts with Genoa, Venice, Florence, or Naples.

Many interested parties have rushed to try to fill in the picture. Historians have a fairly good idea of the basic day-to-day material life of the Eastern Woodland tribes that the Europeans first encountered, or of the Plains Indians hunting buffalo before the Europeans brought back the horse to North America. (The horse was native to America, but was wiped out during the last ice age about 12,000 years ago.) In fact, many of us feel nostalgia for the life close to nature that these peoples led, even if they lacked some of the advantages of their more urbanized neighbors. What is not as clear to us, however, is the human relationship these neolithic societies bear to each other and to us.

## What's in a Name?

Just one example of the difficulties we encounter here: What should the various peoples in the New World prior to Columbus be called? Many Indian groups today reject the name Indian, because they regard it as a Eurocentric imposition, and a mistaken imposition at that, since Columbus thought he was in the Indies. "Native

American" has become a more politically correct term but has its own problems for several reasons. First, it invites confusion with all the rest of us who are native-born Americans. But more significantly from the indigenous point of view, it does not escape European categories. "America" was a name formed in the wake of another Italian explorer, Amerigo Vespucci. It is difficult to see how being named after an Italian is less Eurocentric than being named after an East Indian.

This difficulty in finding a name for all the peoples of the New World reflects an inescapable truth unwelcome in some quarters. Some of the parties involved in the quincentenary have tried to deny that Columbus "discovered" anybody. The natives already knew who and where they were, and did not need to be "discovered" in this view. But this line of argument has taken a valid concern and pushed it beyond its proper legitimacy. In point of fact, the native peoples of these continents did not know where they were, nor even that they inhabited a globe. Nor did they know one another very much, hence their lack of a name for themselves as one group.

That consciousness only emerged much later, when some native groups formed a kind of pan-Indian agenda to protect themselves against whites. Pan-Indianism, almost a mystical concept for some modern activists, certainly did not exist and could not have existed prior to Columbus's discovery. Pre-contact native peoples differed from and fought with one another too much for any such solidarity to emerge over a very wide area. Recent scholarship has refuted the myth that Columbus proved the world was round to Europeans. Educated Europeans in his day already knew that. But he did prove it to Indians, who suddenly found themselves, for good and evil, an integral part of one worldwide human race.

## Earth's Keepers and Despoilers

Being part of that race has consequences. These diverse peoples should have been respected for their own cultures and peacefully brought into interaction with the Europeans. Such peaceful cultural mixing has rarely occurred in history, and certainly did not occur very often in the Americas. But being part of one human race also means being open to comparison with other cultural practices and norms, and when we turn to that aspect of our encounter with native peoples, the discussion rapidly heats up.

For example, Indians are often recommended to the industrialized modern world as model ecologists. These recommendations are based on the assumption that Indians lived close to nature and followed a natural sense of balance in their hunting, agriculture, and manufacturing. We have already seen how diverse a group of people we are referring to when we say Native American, and it will come as no surprise to realize that there is no one "Native American" practice or doctrine that can be universally invoked as a counterweight to modern Western views on the environment or any other subject. To be faithful to the Native American cultures, we can only proceed by examining the beliefs and practices of specific groups.

The Eastern Woodland tribes, for instance, had a certain fear and reverence for the spirits of the woods that controlled the animals and plants; hence, their reluctance to offend by taking for their own use beings that belonged to the spirits. But this is far from modern concepts of ecology. Indians in fact overhunted deer and beaver even before the arrival of the white man, and did not seriously try to preserve the resources in the vicinity of their villages. As a result, the typical woodland village, having exhausted local soil and game, had to move on average every eight to ten years. Their numbers were small enough, and land plentiful enough, that this caused no extensive permanent damage, but neither is it much of a precedent for modern worries about nature.

The higher urban cultures often were not nearly so benign. Archaeologists are uncertain why, for example, the high Mayan culture reverted to a simpler form over 500 years before Columbus. But to judge from the evidence of the ruins in most cities, epidemics, warfare, political turmoil, deforestation, and other environmental factors appear to have played a prominent role. Wilcomb Washburn, the former director of the Office of American Studies and a long-time Smithsonian scholar of Indian life, has justly observed of indigenous Americans, "They were not ecologists in the sense of twentieth-century interest groups . . . [E]ven in the earlier, 'unspoiled' phase of native existence on the continent, there is evidence, such as the bison herds driven off cliffs, to indicate that Indians were not the careful stewards of Mother Earth they are sometimes thought to be."

## Regeneration Through Blood

Modern ecologists invoke a harmony with nature that they believe they find in Indian spirituality as opposed to the "be fruitful and multiply and have dominion over the Earth" philosophy that they often see as the biblical basis for Western ecocide. Yet no certain evidence of that harmony in its modern sense is to be found among native cultures. In fact, some quite different concepts of harmony are far clearer and far less happy than we might think. Among the Aztecs, Maya, Incas, and even some North American tribes, a cosmology common to many primitive peoples emerged. In that cosmology, everything in nature is cyclical, even the creation and destruction of the world. Religious rites were performed to keep the universe and the social order from getting out of kilter. The Nobel prize–winning poet Octavio Paz explains:

> The religious foundation common to all the Mesoamerican peoples is a basic myth: the gods sacrificed themselves to create the world; the mission of the human being is to preserve the universal life, including his own, feeding the gods with the divine substance: blood.

> Thus, war is not only a political and economic dimension of the city-state but a religious dimension.

It was this system of beliefs that lay behind the human sacrifices among the Aztecs and Incas that so horrified the Spaniards who first encountered them. In fact, the Spaniards were able to win over tribes subjected to the Aztec empire in part by their promises that young men would no longer be sent as tribute to the capital for human sacrifice.

Occasionally a kind of anthropological racism is used to distance these Latin American practices from those of North American Indian cultures. If we discover that, for example, the Pawnee used to sacrifice a maiden annually, some historians will see in this Mexican influence, even though no evidence for this "contamination" exists. Similarly, the mound-building cultures of the U.S. Southeast, like the Muskogean, appear to have had a kind of ritual suttee and other human sacrifices at the funerals of members of the upper classes. Some of these societies were rigidly hierarchical slave societies that subordinated women, and they too are often said to show Mexican influence. Yet according to Phillip Kopper, a writer for the Smithsonian Institution, "No prehistoric site in the Southeast has yielded a single Mexican relic."

It is not as though only Mexican or other highly developed indigenous civilizations possessed social practices we now deplore. Almost every Indian tribe in existence in 1492 would provoke violent reactions for some of its practices if faithfully reconstructed today. The Sanpoils, who lived in the Northwest on the Columbia River, practiced absolute equality and pacifism. They alone, perhaps, would escape contemporary criticism. But pacifism was a rarity among indigenous peoples. Most Indian groups were warrior societies. The Sanpoils were highly unusual and fortunate in that they were able to preserve their equality and pacifism between two very different types of societies: those on the Northwest Coast with rigid social structures and slavery, and those on the Great Plains marked by bellicosity.

## Democratic Torturers

Sometimes contradictory traits show up within the same indigenous group. The Iroquois were probably the most highly developed Native American political association in North America, and much has been written of their indisputable achievements. DeWitt Clinton called them the "Romans of the West" because of their "martial spirit and rage for conquest." The so-called Iroquois confederation—the nascent civic structure of the Seneca, Onondaga, Oneida, Mohawk, and Cayuga—arrived at peaceful and relatively democratic relations among the five nations. In 1987, the U.S. Congress formally proclaimed that the Iroquois played an important role in the creation of American democracy. As a result, American schoolchildren are taught today that the Iroquois confederation was a model for the American Founders when they began to consider how to organize the 13 newly-independent former colonies.

While the confederation is a clear sign of Native American diplomatic skills, controversy is widespread among historians over whether it exerted much influence on the Founders. A few passages show that the Founders were, of course, aware of the

confederation. Ben Franklin probably captured the spirit of how most of the Founders felt about the question in his remarks on the need for a union:

> [I]t would be a very strange Thing, if . . . ignorant Savages should be capable of forming a Scheme for such a Union, and be able to execute it in such a Manner, as that it has subsisted Ages, and appears indissoluble; and yet a like Union should be impracticable for ten or a Dozen Colonies.

Franklin's combination of disparagement ("ignorant Savages") and admiration (suggesting "a *like* Union") reflects the vague interest typical of his times. Not until the 1840s did anyone investigate the actual structure of the confederation. Consequently, its role in shaping the Constitution is doubtful to say the least.

In any case, outside the constituent Iroquoian groups, the confederation practiced what can only be called an imperial policy toward other peoples. Francis Jennings, an appreciative student of Indian cultures, has written that the Iroquois, because of their political structure, considered themselves the wisest of Indians and "this rationalized their role of hegemony over other tribes. It was for the latter's own good—not an unfamiliar argument among imperialists." The British, seeing heavily fortified Iroquois villages, called them castles—a further indication of the kinds of relations that existed among tribes long before the white man added his evils.

We can also get some idea of the way the Iroquois treated prisoners of war from the experience of the French Jesuits in Canada. Paul le Jeune, one of the earliest missionaries, remarked in 1632 on the "shocking cruelty to captives" among the warring tribes. Seventeenth-century France, like the rest of Europe at the time, was not exactly unfamiliar with torture and executions, but the French found native treatment of prisoners excessive even by those standards.

To get a concrete sense of the world in which the Jesuits operated and the practices they sought to change it is instructive to recall what happened to Jean de Brébeuf. Brébeuf was a talented linguist who learned several Indian languages. Like many of the Jesuits, he was constantly having to defend himself from Indian charges of witchcraft. (Even writing and reading were so alien to native ways of thought that they evoked fear.) Many Indians believed that sorcery was the cause of epidemics brought by the Europeans. Brébeuf was working among the Hurons, tending the sick and trying to teach Christianity, when he was captured along with his colleague, Gabriel Lalemant, by the Iroquois. They tortured him to death, in steps: boiling water was poured over his head three times in imitation of baptism; hatchets were heated in a fire, strung together, and then placed around his neck; a belt of resin and burning pitch was attached around his waist; his lips and tongue were cut off; pieces of his own flesh were cut off, roasted, and eaten in front of him, and finally, his heart was dug out and eaten, and his blood was drunk.

## Glory and Horror

To recall some of the negative dimensions of native cultures does not exonerate Europe for its own failures and atrocities. Europeans committed acts just as bad, and their culpability is worse: by their own principles they should have known better. But a better knowledge of the shortcomings, as well as the achievements, of native culture is essential, not least because it makes Indians real people for us again.

For a long time, Indians were portrayed as poor savages, too primitive to be taken seriously as worthy members of the human race. Lately, the opposite distortion has occurred, but with much the same effect. The contemporary Indian has become a kind of "red angel" living in harmony with God, nature, and his fellow man, and not a living creature of flesh and blood like the rest of us. Both attitudes are ultimately imperialistic, because they impose on the Indian images of one stripe or another that the mainstream culture feels it needs at a given time. Instead of paying Native American cultures unwarranted compliments, it would be far more respectful of the various indigenous peoples in these lands to learn about their real histories and to appreciate them for what they were and are—human beings with all the glory and horror the human condition entails.

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Schele, Linda, and David Freidel. *A Forest of Kings: The Untold Story of the Ancient Maya*. New York: William Morrow, 1990.

Soustelle, Jacques. *Daily Life of the Aztecs on the Eve of the Spanish Conquest*. Translated by Patrick O'Brien. Palo Alto, Calif.: Stanford University Press, 1970.

# *Geographic Background and Concepts: The Americas*

In this section, students will be studying three great civilizations—the Mayan, the Aztec, and the Incan—that flourished in the New World. Each of these civilizations developed in a different location—two in Middle America (the Mayan and Aztec) and one in western South America (the Incan)—and each occupied a different environmental setting. The areas in which these civilizations developed became important culture hearths. Geographers use a variety of terms to identify the regions discussed in this unit. Since these terms may have different meanings, this variation can be confusing. The list below comprises their most common, generally accepted meanings:

North America—Refers to the continent of North America as it is traditionally defined, that is, the lands of the New World north of and including Panama

South America—Refers to the traditionally defined continent of South America, that is, all lands south of Panama

Middle America—Refers to a subdivision of North America encompassing the mainland territories lying between the United States and the northern edge of South America (present-day Colombia)

Central America—Refers to the region within Middle America that encompasses the lands lying between the southern border of Mexico and South America

Meso-America—A cultural term referring to the areas in present-day Mexico historically occupied by the Mayan and Aztec civilizations

The physical geography of Middle and South America is extremely varied, ranging from tropical coastal lowlands to snow-covered mountain peaks. The most dramatic and significant variations, the changes in elevation, result in a series of altitudinal zones in which distinct environments and ways of life prevail. Geographers refer to this pattern as one of *vertical* (or *altitudinal*) *zonation*. In Middle and South America, five zones are commonly recognized:

*Tierra caliente*—The lowest zone, "hot land," lies between sea level and about 2,500 feet (750 metres) and includes the coastal plains and low-lying valleys where tropical conditions prevail. Tropical crops such as bananas are grown in this region today.

*Tierra templada*—This "temperate land" lies above the tierra caliente and extends up to 6,000 feet (1800 metres). In present-day Latin America, the largest clusters of population are found in this zone. Agricultural production includes maize, wheat, and—perhaps most prominently today—coffee.

*Tierra fria*—This "cold zone" is found primarily in South America in the higher reaches of the Andes, from about 6,000 to 12,000 feet (1800 to 3600 metres). The tree line marks the upper limit of this zone. Agriculture centers on hardy crops, such as potatoes and barley.

*The puna*—This cold, barren zone above the tree line extends as high as 15,000 feet (4500 metres). Its economic usefulness is limited to the grazing of sheep and other hardy livestock.

*Terra helada*—This "frozen land" is the zone of permanent ice and snow found on the highest mountain peaks.

The Mayans inhabited the lowland tropical forests of the Yucatan Peninsula until around A.D. 900, when they abandoned their ceremonial centers in this region and shifted to the drier northern part of the peninsula and the highlands of the interior. Of the three civilizations, the Mayan made the greatest use of tierra caliente. The Mayan economy was based on maize cultivation, which supported a large population in the wet lowlands. Mayans also grew cotton and supported a rudimentary textile industry. The Mayans engaged in regional trade, exporting finished cotton cloth by sea-going canoe to other parts of Middle America in exchange for cacao and other items.

The Aztec civilization was centered in the Valley of Mexico, a mountain valley about 30–40 miles (48–64 kilometres) wide and 8,000 feet (2400 metres) above sea level. At its peak, the valley supported a population of one to two million people. (This valley, in which Mexico City is located, is an important region of Mexico today.) The Aztec economy as a whole is thought to have supported up to 15 million people. Although they lived in highland areas (tierra templada and tierra fria), the Aztecs also drew on the resources of the coastal tropical lowlands (tierra caliente) once controlled by the Mayans.

The Incan civilization was centered in the Andes highlands of western South America. At its peak, it was the most densely populated and best organized civilization on the continent. The Inca Empire differed dramatically from other early civilizations, such as those of Egypt, China, or Rome, in which rivers and waterways provided the means for the circulation of goods and ideas. The Incan civilization, in contrast, was centered on a series of high intermontane valleys called *altiplanos* (high plains). The capital was Cuzco, a city of 100,000 people at an elevation of 11,000 feet (33 000 metres). To maintain and control their empire, the Incas constructed series of roads and bridges through some of the most rugged terrain in the world, employing engineering skills that were often comparable to those of the Romans. The Incan economy exploited the full range of altitudinal zones, from the coastal lowland valleys to terraced mountain slopes. Not only did the Incas create complex systems of canals and irrigation but also often transported fertile soil from lowland areas to the highlands to increase productivity. Guano, or bird droppings, was often imported from offshore islands for use as fertilizer. The important crops that were grown and traded among inhabitants of these various zones included potatoes, maize, cassava (manioc), peppers, beans, and squash.

Several important geographic concepts are illustrated in this unit, including:

*Migration*—The permanent relocation of people from one location to another. One of the most important migrations in human history was the prehistoric migration of human beings from Asia to America. This migration is believed to have occurred during the late Ice Age, when sea levels were low enough to expose a dry-land connection, or land bridge, between the two continents across what is now the Bering Strait. The date of this dramatic migration remains uncertain: Some authorities argue that it occurred around 20,000 years ago, while others push for a date as early as 32,000 years ago. Whatever the date, people are known to have spread to the farthermost reaches of North and South America by 11,000 years ago.

*Culture hearth*—The heartland or source area of a major culture. In this unit students study three distinct culture hearths—those of the Mayas, the Incas, and the Aztecs.

*Origins of agriculture*—Plant domestication and the development of agriculture were key factors in the rise of each of the civilizations studied in this unit. Both Meso-America and highland South America were important culture hearths for agricultural domestication. Some of the major crops domesticated in these regions include:

*Middle (Meso-) America*
- avocado
- beans (various types)
- cacao
- cotton
- cassava (manioc)
- maize
- pumpkin
- squash
- sweet potato
- tomato

*Highland South America*
- chile pepper
- common pepper
- cotton
- amaranth
- lima bean
- potato

*Diffusion*—Refers to the process by which a culture or cultural trait spreads from its source area across a much wider area. By means of the diffusion process, use of the foodstuffs listed in the previous definition spread to other parts of the Americas. (For example, maize, beans, and pumpkins were being grown on the East Coast of North America when the Europeans arrived; these were some of the foods the Indians gave the Pilgrims at the first Thanksgiving.) As contact with Europe increased, the use of these foodstuffs spread to the rest of the world as well. Cassava is now an important food crop throughout much of tropical Africa, and the potato has been important to the economy and history of Europe, especially in Ireland, Germany, and Russia.

## Some Key Place Names

*Physical features*

- Amazon River
- Andes Mountains
- Baja Peninsula
- Cape Horn
- Caribbean Sea
- Gulf of California (Sea of Cortez)
- Gulf of Mexico
- Isthmus of Panama
- Lake Maracaibo
- Lake Titicaca
- Yucatan Peninsula

*Countries*

- Argentina
- Bolivia
- Brazil
- Chile
- Colombia
- Ecuador
- Mexico
- Panama
- Peru
- Venezuela
- Tenochtitlán (historical)

*Major cities*

- Bogota
- Buenos Aires
- Cuzco
- La Paz
- Lima
- Machu Picchu (historical)
- Mexico City
- Quito
- Rio de Janeiro
- Tegucigalpa

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# Unit VI

# China

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(See pages 64–65 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 12 class periods

| **Topics in Unit VI** | **Suggested Time:** |
|---|---|
| 1. Tang dynasty (ca. A.D. 618–906)<br>• Economic foundations in the Yangtze Valley: rice paddies, irrigation systems, production and distribution<br>• Resultant money economy, merchant class, growth of provincial cities | 4 class periods |
| 2. China and the Mongol Ascendancy (1264–1368)<br>• Flourishing sea trade with other regions<br>• Foreign merchants and travelers, such as Marco Polo and Ibn Battuta | 2 class periods |
| 3. Ming dynasty<br>• Maritime expeditions<br>• Suspension of expeditions by the emperor<br>• Unified state and strong bureaucracy: rationale and resulting impediments<br>• Confucian ideals as underlying support of return to traditionalism<br>• Economic changes: ill regard of merchant class; decline of trade and manufacturing | 4 class periods |
| 4. Cultural developments, Middle Ages and beyond<br>• The impact of invention and printing<br>• The impact of the scholar class on thought and government<br>• The impact of various Chinese inventions on China and the West | 2 class periods |

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

*Ancient Chinese Melodies* (no. 7352). New York: Lyrichord Records. This record, along with others, can be purchased from Lyrichord Records, 141 Perry Street, New York, NY 10014, (212) 929-8234. Other titles available are *Chinese Masterpieces for the Ch'in* (no. 7342); *Chinese Classical Music—Ancient and Modern* (no. 7302); and *Exotic Music of Ancient China* (no. 7122).

*The Art and Architecture of China*. Boulder, Colo.: Alarion, 1987. This title is available in a set of three videotapes or five filmstrip/audiocassette sets from social studies supply houses. Using the art forms of pottery, calligraphy, sculpture, painting, ceramics, and architecture, the 99-minute videotape traces Chinese history from the Neolithic period to the time of Mao Tse-tung. Subjects of the video include Emperor Zin Shihuangdi and his life-size ceramic army; the trading of bronze and jade sculptures along the Silk Road; the building of Kublai Khan's Forbidden City; Marco Polo; the Ming and Qing dynasties; and the philosophies of Confucianism, Taoism, and Buddhism.

*Art in China*. Universal Color Slide Co., 8450 S. Tamiami Trail, Sarasota, FL 34238-2936. This set of 25 slides, which spans the art of many important dynasties, includes pottery and vessels, bronze figures, jade, the Great Wall, the Temple of Fine Pagodas, and more. For phone orders, call 1-800-326-1367.

Ashabranner, Brent. *Land of Yesterday, Land of Tomorrow, Discovering Chinese Central Asia*. New York: Cobblehill, 1992. This book for students features photographs and information about the Chinese province of Xinjiang, a prized and closely guarded part of the People's Republic of China. Students and teachers will learn about the ancient Silk Road; the Muslim traders, nomads, and oasis dwellers; and Kashgar, the 2,000 year-old city where Marco Polo visited the court of Kublai Khan. Geological exploration indicates that billions of tons of petroleum lie beneath the province's Takla Makan desert.

Asian Art Museum of San Francisco. The museum makes available slide sets and teachers' resource packets that correlate with this unit, including *Man and Nature in Asian Art, Animals in Chinese Art,* and *Wishes and Riddles: Symbolic Imagery in Chinese Art.* Order sets from the museum's Education Department, Golden Gate Park, San Francisco, CA 94118.

The Asian Society: Media, Performances, and Lectures, 725 Park Avenue, New

York, NY 10021, (212) 288-6400, ext. 245. Many videotapes are available that bring indigenous, traditional, and authentic forms of Asian theater, music, dance, and puppetry to American audiences. Titles that correlate with this unit include *The Fujian Hand Puppets from the People's Republic of China; Hu Hung-Yen: Aspects of Peking Opera;* and *Shantung: Traditional Music, Chinese Shadow Plays.*

*Asian Women in Transition.* Edited by Sylvia A. Chipp and Justin J. Green. University Park: Pennsylvania State University Press, 1980. This college textbook gives adult readers background in Chinese social issues. Its emphasis is on twentieth-century events, with references to earlier history. Essays are especially helpful background reading for teachers.

Bancroft, Anne. *The Buddhist World.* New York: Silver Burdett, 1985. With vivid photographs, maps, and drawings, the author traces the history of Buddhism from its beginnings in India to its spread throughout most of Asia.

**Beshore, George. *Science in Ancient China.* New York: Watts, 1988. A student resource, this book presents a remarkable survey of the achievements of the ancient Chinese in science, mathematics, medicine, astronomy, and technology. It is especially useful for students doing research for projects.

*Blunden, Caroline, and Mark Elvin. *Cultural Atlas of China.* New York: Facts on File, 1983. Students enjoy the pictures, while teachers find the text extremely useful in this illustrated compendium. There are substantial sections on land and its use, history, society, and culture.

*China and Japan (1279–1600). World: A Television History* series. Landmark, 1984. This 26-minute color videotape emphasizes the people and events that influenced the development of China and Japan. Topics include Kublai Khan and the conquest of China, the Ming dynasty and the construction of the Great Wall, the Kamakura and Ashikaga shogunates in Japan, and the influence of Zen Buddhism.

*China: A Teaching Workbook.* Edited by Roberta Martin. New York: East Asian Institute, Columbia University, 1983. In notebook form, this source book for teachers provides an extensive collection of resources, background material,

## Coordination with State-Adopted Textbook

**Chapter 7 (pages 160–189) and chapter 8 (pages 190–219) of *Across the Centuries* relate specifically to this unit. In addition to the Mongol Ascendency, which is specified in the *History–Social Science Framework,* chapter 7 also examines the Ottoman and Mughal empires. Chapter 8 is devoted exclusively to China.**

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and student readings. It is available from the East Asian Institute, Columbia University, 420 West 118th St., New York, NY 10027.

*Chinese Art and Architecture.* Boulder, Colo.: Alarion Press. This filmstrip or videotape program traces China's art from the Neolithic period to the present day. The philosophies of Confucianism, Taoism, and Buddhism are explained simply and illustrated in the art of the Han, Tang, and Song dynasties. The viewer is taken along the Silk Road that Marco Polo traveled in 1275.

*The Chinese Past: Six Thousand Years of Art and Culture.* National Gallery of Art Extension Services, Washington, DC 20565 (free loan program). Slides of objects from the Neolithic period through the Yüan dynasty illustrate the development of Chinese cultural history. The program is divided into four units: Two units include text that explains the slides, and two units include enrichment material, such as examples of traditional music and poetry and a discussion of the philosophies of Confucianism, Taoism, and Buddhism (48 slides, two audiocassettes, text, and one poster).

Ching, Frank. *Ancestors: Nine Hundred Years in the Life of a Chinese Family.* New York: William Morrow, 1988. A Chinese-American journalist tells the story of his quest to find the grave of an ancestor who was a poet and high-level official during the Song dynasty. His account also includes biographies of many other ancestors. In many ways, the story embodies Confucian ideals about the family. It is only because family rituals and records were maintained, in spite of discouragement by the People's Republic, that the journalist's quest was possible. Excerpts of this book could be read aloud to students to illustrate the ideal of filial piety.

Chu, Daniel. *China.* SCHOLASTIC WORLD CULTURES series. New York: Scholastic, 1973. Some chapters in this student text are useful in the study of ancient China.

Cotterell, Arthur. *China: A Cultural History.* New York: New American Library, 1988. This paperback presents a concise, illustrated history of Chinese thought and traditions. It is a useful resource for teachers.

Dawson, Christopher. *Mission to Asia.* Toronto: University of Toronto Press in association with the Medieval Academy of America, 1980. The author-editor has collected primary source writings about China in the Middle Ages that reflect the perspectives of European travelers. Included among its contents are excerpts from *History of the Mongols,* by John of Piano Carpini; "The Narrative of Brother Benedict the Pole"; "Guyuk Khan's Letter to Pope Innocent IV (1246)"; and "The Journey of William of Rubruck."

*Demi. *Demi's Reflective Fables.* New York: Grossett and Dunlap, 1988. Inspired by designs of ancient China cast on bronze mirrors, this illustrated children's book asks readers to reflect both literally and figuratively on the morals of its fables. Since the fables are brief, teachers can read them at the beginning or closing of a class period to get students' attention. See also Demi's *A Chinese Zoo* (Harcourt, Brace, Jovanovich, 1987), a collection of ancient

Chinese fables and proverbs beautifully illustrated with a delicate Chinese fan motif.

**Discovering Marco Polo.* Stanford, Calif.: Stanford Program on International and Cross-Cultural Education. This teaching unit focuses on China from the perspective of Marco Polo during his travels there. Available from SPICE, Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013.

Doncaster, Islay. *Traditional China.* St. Paul, Minn.: Greenhaven Press, 1980. This booklet for students provides a general historic and cultural survey and cites several excellent primary sources at the end. It is available from social studies supply houses.

Dramer, Kim. *Kublai Khan. World Leaders—Past and Present* series. Millbrae, Calif.: Chelsea House, 1989, (415) 343-5659. This biography of Kublai Khan and account of his military conquests is for students.

Dupuy, Trevor Nevitt. *The Military Life of Ghenghis: Khan of the Khans.* New York: Franklin Watts, 1969. This young people's biography concentrates on the military conquests of Ghengis Khan, the founder of the Mongol Empire.

*Early Civilizations of Asia.* Madison, Wis.: Knowledge Unlimited, 1992. This filmstrip explores the origins, history, and important contributions of Asia's early civilizations. Included are one filmstrip, one audiocassette, and one illustrated guide.

Ebrey, Patricia Buckley. *Chinese Civilization and Society: A Sourcebook.* Washington, D.C.: Free Press, 1981. This is an excellent collection of source materials on China from traditional to modern times. It is available from the Center for Teaching About China, 2025 Eye Street, N.W., Suite 715, Washington, DC 20006.

*Explorer* series of recordings. Elektra Nonesuch, various dates. For nearly two decades the *Explorer* series of recordings featured folk music not widely heard in the United States. Although most of the old recordings are out of print, Nonesuch is beginning to transfer the recordings to compact disks. The series includes music of the United States as well as other countries. Music teachers interested in obtaining purchasing information and available titles may contact Carol Yaple, Nonesuch Records, 75 Rockefeller Plaza, New York, NY 10019.

Fenollosa, Ernest. *Epochs of Chinese and Japanese Art,* Vol. 1. New York: Dover, 1921. This classic history of art, available in paperback, includes 242 illustrations of Chinese art, from primitive times to the twentieth century.

*The First Emperor of China.* Crystal Productions, Glenview, Ill. This videodisk explores the archeological find of the burial complex of Qin Shihuangdi, builder of the Great Wall, through original footage of the excavation. It includes 2,000 still-frame images of the 7,000 life-size terra-cotta warriors and horses that were uncovered. Sound tracks are in Mandarin and English.

**Frank, Irene, and David Brownstone. *Across Asia by Land.* New York: Facts on File, 1986. This student resource, part of a series called *Trade and Travel Routes,* retraces the routes of commerce that lie between the South China Sea

and the Mediterranean Sea. It is highly recommended.

Glubok, Shirley. *The Art of China.* New York: Macmillan, 1973. The author traces the history and cultural background of Chinese art from prehistoric times to the present.

Graham, A. C. *Poems of the Late T'ang.* New York: Penguin, 1965. Selections from this collection can be used to motivate students to imitate a variety of forms and styles. Pictures of scenery can accompany the poems to reinforce their meanings and significance.

**Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Traditional China.* St. Louis Park, Mo.: Glenhurst Publications, 1980. This supplementary high school textbook, with many excerpts from primary sources, gives an overview of women in ancient China, historical China, and traditional China. By noting the decline in the status of women from early times through succeeding generations, students gain insights into the socialization process of Chinese women. Within this context, the authors examine the lives of various Chinese women, including empresses who ruled China, the imperial concubines, educated women, nuns, women warriors, and traditional village women.

*HEART OF THE DRAGON* series. A.S.H. Films, 1984. Many useful clips for illustrating events during this time period can be taken from this 12-part public broadcasting series.

Heinz, Elgin A. "Basic Social Studies and Language Arts Skills, Using Chinese Literature in Translation," *Focus on Asian Studies* (Winter, 1983), pp. 18–23. Heinz has opened the door to the world of Asian literature, asserting that literature and history are inseparable in the study of Chinese culture. Suggestions are given for the incorporation of a variety of sources from Lao Tzu to Judge Dee. See other articles on Asian literature in the same issue.

**Hoobler, Dorothy, and Thomas Hoobler. *China.* New York: Globe, 1987. Although written for high school students, this is an easily read supplementary textbook. An excellent chapter on the geography of the region and two chapters related to the Middle Ages of China are relevant to this unit.

Hsiung, S. I. *Lady Precious Stream.* New York: Samuel French, 1935. Hsiung has translated an old Chinese play for English-language theaters. The story of a long-suffering noblewoman, faithfully awaiting the return of her warrior husband, is dramatized with grace, gentle humor, and a touch of satire. This is a dramatic rendition of the work; scholarly versions are obtainable from university libraries. For purchasing information, contact the publisher at 7623 Sunset Boulevard, Los Angeles, CA 90046.

Humble, Richard. *The Travels of Marco Polo.* New York: Watts Library Edition, 1990. This biography of Marco Polo and account of his travels is a student textbook.

Humphrey, Judy. *Genghis Khan. WORLD LEADERS, PAST AND PRESENT* series. New York: Chelsea House, 1987. This biography, written slightly above seventh grade level, is well illustrated with maps, drawings, and black-and-

white photographs. See also the biography of Kublai Khan from the same series.

*Introductory Survey of Chinese Art.* Sandak Color Slides, 70 Lincoln St., Boston, MA 02111. A great variety of artwork is included in this set of 160 slides.

***Journey into China.* Edited by Kenneth C. Danforth. Washington, D.C.: National Geographic Society, 1982. A magnificent resource for pictures of Chinese antiquity as well as of life in China today, this book has a chapter on the influence of the Grand Canal on China's developing economy.

Lattimore, Deborah Nourse. *The Dragon's Robe.* New York: Harper, 1989. The significance of the dragon in Chinese folklore is central to this story of a poor weaver of noble spirit. The illustrations enhance the tale through Lattimore's use of authentic Chinese symbols and artistic styles.

Lazo, Caroline. *The Terra Cotta Army of Emperor Qin.* New York: New Discovery Books, 1993. In the tomb of Emperor Qin Shihuangdi (259–210 B.C.) at Mount Li, near Xian in Shaanxi Province, there were unearthed an estimated 7,500 life-size clay figures—warriors, guards, horses, and chariots—20 feet below ground. Although Emperor Qin is associated most closely with the 2000-mile Great Wall of China, the only human-made structure visible from outer space by astronauts, his most amazing and artistic achievement was the army of clay figures that had been buried with him for more than 2,200 years. (See also the later Schulman entry.)

Lord, Bette Bao. *Spring Moon.* New York: Avon, 1982. Although this novel is set in the 1890s, its events reflect the role of women in a society grounded in Confucian ideals.

McLenighan, Valijean. *China: A History to Nineteen Forty-Nine.* Chicago: Children's Press, 1983. The author tells the story of the country with the oldest continuing history of any nation.

*The March of Islam, A.D. 600–800.* TIMEFRAME series. Alexandria, Va.: Time-Life Books, 1988. This tastefully illustrated volume contains a chapter that focuses on the cosmopolitan characteristics of Tang rule in China. Three other TIMEFRAME volumes are essential resources: *Light in the East, A.D. 1000–1100* (1988); *The Mongol Conquests, A.D. 1200–1300* (1989); and *The Age of Calamity, A.D. 1300–1400* (1989).

Martell, Hazel Mary. *The Ancient Chinese.* WORLDS OF THE PAST series. New York: New Discovery, 1993. This series on ancient civilizations brings together the evidence of past centuries from many sources. This book is illustrated with high-quality, full-color photographs that complement the unusual and interesting features, facts, and figures.

"The Mongols," *Calliope: World History for Young People* (November/December, 1993). Multiple copies of this issue devoted to the Mongols could serve as a valuable supplementary text. The Khans and the Mongol world are introduced through pictures, illustrations, and projects.

*The Mongul Empire: November 18, 1247.* TIMELINE VIDEO series. This 30-minute videotape with a contemporary network news format is one of six in a series. The scenes are shot on location in

England, Spain, and Turkey; the costumes, circumstances, and settings are authentic for the periods depicted. Each episode includes live-action footage, background reports, and interviews with historical figures. Other videotapes in the series include:

*The Vikings: September 25, 1066*
*The Crusades: October 2, 1187*
*The Black Death: March 27, 1361*
*The Fall of Byzantium: May 29, 1453*
*Granada: January 6, 1492*

*Odijk, Pamela. *The Chinese*. THE ANCIENT WORLD series. Morristown, N. J.: Silver Burdett, 1989. Designed for students' research, this well-illustrated book provides information about the geography, culture, history, and people of ancient China.

*Otsuka, Yuzo. *Suho and the White Horse*. New York: Viking Press, 1981. This beautifully illustrated retelling of a Mongolian tale perfectly illustrates the uncompromising distinctions between the nobility and the peasant class in a story that sounds a note of true pathos. This story can be used as an introduction to any discussion of the Mongols.

*Pittman, Helena Claire. *A Grain of Rice*. New York: Hastings House, 1986. Illustrated with black-and-white drawings, this is a retelling of a Chinese folktale about a young man who outsmarts the emperor in seeking his daughter's hand in marriage. Descriptions of rice cultivation and reference to the growing merchant class are part of the story.

**Polo, Marco, and Rustichello of Pisa. *The Travels*. Translated by Ronald Latham. New York: Penguin, various dates. In this travelogue Marco Polo describes his own journey, revealing a world unknown to Europeans at the time he wrote it. Excerpts should be shared with students.

**Ronan, Colin A. *Science: Its History and Development Among the World's Cultures*. New York: Facts on File, 1982. Teachers may find this book useful in researching the development of science in Chinese culture and history.

*Ropp, Paul S. *Heritage of China*. Berkeley: University of California Press, 1990. This is an excellent collection of essays by highly respected scholars in sinology. The most relevant pieces for this unit are "The Evolution of Government in China," "Science and Medicine in Chinese History," "Chinese Economic History," and "Chinese Art and Its Impact on the West." It is suggested for teachers.

Sadler, Catherine. *Heaven's Reward: Fairy Tales from China*. New York: Atheneum, 1985. These six tales were collected from the traditional Chinese versions based on Confucian and Taoist philosophies.

Saunders, Tao T. *Dragons, Gods and Spirits from Chinese Mythology*. New York: Schocken, 1983. This book is part of the WORLD MYTHOLOGY series.

***SCHOLASTIC WORLD HISTORY PROGRAM. Early Civilizations in Asia, Africa, and the Americas* (Revised edition). New York: Scholastic, 1987. Part 3 of this book, "China Grows While Japan Rises," includes sections on Chinese traditions and Empress Wu Chao. Teachers may want to encourage students to examine and compare the roles of women in Confucian and contemporary societies.

Schulman, Heidi. "The Terra-cotta Army," *FACES: The Magazine About People* (April, 1993). The discovery of large pottery fragments by Chinese peasant farmers who were digging irrigation wells in 1974 led to one of the greatest archeological finds of the twentieth century. The fragments were from an army of statues that had been crushed when the roof of the pits in which they were contained collapsed. Chinese archaeologists have restored 7,000 soldiers, 500 horses, and 130 chariots that represent the imperial army standing in military formation.

*Severin, Tim. *Tracking Marco Polo.* New York: Bedrick, 1984. Using the journals of Marco Polo as a guide, the author followed in the Italian explorer's footsteps from Venice to the Hindu Kush. This is a travelogue of that trip.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482, phone (203) 426-8100. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), are available mounted on cardboard or unmounted, laminated or unlaminated. Reproductions include:

*Man and Child on Buffalo*
*One Hundred Children at Play* (Song dynasty)
*Return of Duke Wen* (Tang dynasty)
*Three Gardeners* (Zhou dynasty)
Examples of Chinese scroll paintings

Sizer, Nancy Faust. *China Tradition and Change.* White Plains, N.Y.: Longman, 1991. This helpful reference book for students and teachers includes several primary sources. Chapter 2 deals with the government in traditional China and includes the sacred edict, a scholar-bureaucrat's rationale, and insights into a magistrate's court.

Smith, Huston. *The Religions of Man.* New York: Harper and Row, 1986. An easily understood survey of religions, this teachers' resource includes a chapter on Buddhism and the Tang dynasty.

The Stanford Program on International and Cross-cultural Education (SPICE). The following teaching units are available from SPICE, Littlefield Center, Room 14, 300 Lasuen, Stanford University, Stanford, CA 94305-5013:

*Demystifying the Chinese Language.* This unit introduces students to the Chinese language.

**Discovering Marco Polo.* This teaching unit focuses on Marco Polo's impressions of China during his travels there.

*The Rabbit in the Moon: Folktales from China and Japan.* This teaching unit is based on traditional folktales from China and Japan. Slides accompany tales that embody traditional Chinese and Japanese morals.

State-adopted textbooks for music, various publications and dates. Chapters from the following visual arts textbooks adopted by the State Board of Education or approved for legal compliance are devoted to topics related to this unit. Samples are:

*Art in Action.* New York: Holt, Rinehart and Winston, 1986. This textbook includes discussions and examples of Asian art styles and Chinese pottery. Classroom activities are included.

*Art in Focus.* New York: Glencoe, 1989. A section of this book is devoted to the beginnings of Chinese civilization

and to the art of dynasties studied in this unit.

*Understanding Art.* New York: Glencoe, Macmillan/McGraw-Hill, 1992. Ancient China is discussed through various art forms; classroom activities include making a scroll.

Sullivan, Michael. *The Arts of China.* Berkeley: University of California Press, 1984. Chinese art is presented in its political and social settings in this edition.

*Teaching and Learning About Traditional China.* The Clio Project in History Education, University of California, Berkeley, 1988. Background essays, lessons, and primary sources are included in this loose-leaf volume. Confucianism, the role of women, and the Qin dynasty are among the topics.

*Temple, Robert. *The Genius of China: Three Thousand Years of Science, Discovery, and Invention.* New York: Simon and Schuster, 1989 (available in paperback). This illustrated book for students catalogs and describes 100 inventions and discoveries made by the Chinese in agriculture, astronomy, cartography, engineering, medicine and health, mathematics, magnetism, transportation, exploration, sound and music, and warfare. Teachers will find it helpful in organizing students' research on inventions and discoveries.

The University Prints, 21 East Street, P.O. Box 485, Winchester, MA 01890. This company offers 5¹/2" x 8" (2.15 x 3.12 centimetres) fully captioned prints that may be ordered loose-leaf or custom-bound in special study sets for students. Numerous prints of Chinese art are available, including sculpture, bronze work, painting, pottery, painted silk, stela, lacquer ware, and architecture from the Tang through the Fine dynasties (A.D. 907–960) and from the Ming dynasty (A.D. 1368–1644).

**Wang Mang: Emperor of China.* Los Angeles: National Center for History in the Schools, University of California. This 50-page unit includes a mock trial to investigate the ruler Wang Mang of the Hsin dynasty. Primary documents, including standards proposed by Confucius and Mencius, provide a biographical perspective and historical context for the trial. Although the time period covered in this lesson pertains to sixth grade, teachers will find pages 19–23 of this publication helpful for a review of Confucian values. For price and ordering information, write the National Center for History in the Schools, Moore Hall 231, 405 Hilgard Avenue, Los Angeles, CA 90024-1521, phone (310) 825-4702.

Weng, Wan-go. *Chinese Painting and Calligraphy: A Pictorial Survey.* New York: Dover Publications, 1978. Represented are Chinese landscapes, birds, flowers, human figures, and calligraphy. All of the 109 illustrations have captions.

Warshaw, Steven. *China Emerges: A Concise History of China from Its Origin to the Present.* Berkeley, Calif.: Diablo Press, 1974. This survey presents a concise and readable history of China for teachers.

# *Unit VII*

# *Japan*

(See page 65 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 19–21 class periods

| **Topics in Unit VII:** | **Suggested Time:** |
|---|---|
| ■ Geographic setting<br>• Characteristics<br>• Proximity to Korea and China | 2–3 class periods |
| ■ Early Japanese history and culture<br>• Shinto and its blend with Buddhism<br>• Other Chinese influences<br>• Reign of Prince Shotoku (A.D. 592–632)<br>• Long-lasting effects on Japanese life and culture | 3–4 class periods |
| ■ Japanese culture in the ninth through twelfth centuries, including the Heian period, shogunate and feudal system, *The Tale of Genji,* No theater, poetry, painting, and other developments | 9 class periods |
| ■ Unified and isolated Japan: an overview up to around A.D. 1600 | 5 class periods |

| **Sample Topic:** | **Suggested Time for the Topic:** |
|---|---|
| Geographic setting and its impact ("Beginning the Topic"); Elements of Japanese culture, the ninth through twelfth centuries ("Developing the Topic") | 2–5 class periods, depending on the number of activities selected |

# Uses and Significance of the Topic

The following excerpt on early Japanese society may be helpful background information for teachers as they begin this unit.[1]

Although historical records of Japan do not begin until about A.D. 500, students should understand that the first settlers reached the islands centuries before, through migrations which historians believe originated in Korea, Siberia, and Polynesia as early as 8000 B.C. By A.D. 200 the Japanese had developed extensive agriculture, but it was the importation of Chinese culture, beginning around A.D. 500, which gave the Japanese the foundations of their writing system and began a long relationship of borrowing, trade, and scholarly interchange with China. Through that relationship the Japanese acquired Buddhism and the beginnings of their literature, art, philosophy, technology, and political forms. They changed from a clan system to a centralized government under an emperor who proclaimed Confucian principles.

During the Heian period (794–1185), this early classical civilization reached its apogee. At the imperial court in Kyoto, the aristocracy developed a culture based on leisure, studied etiquette, and refined aesthetic taste. Students can see these elements in Lady Murasaki's *Tale of Genji,* the first Japanese novel. They should know that while men concentrated on writing philosophy and poetry in Chinese, Japanese women used the vernacular to write diaries, poems, and novels. It is also important to stress that this standard of living, as in most parts of the world, was made possible by aristocratic estates on which poor peasants, whom the aristocracy considered as barely human, labored to produce food and wealth. Away from Kyoto, the emperor employed local warriors to maintain order in the countryside, but the growing independence of this military class sparked rebellions, eroded civil order, and steadily reduced the emperor's power and prestige in the late Heian era.

Because of its important legacy in Japanese life, medieval Japan (1185–ca. 1600) is a richly engaging topic for students. During this period the power of the emperor further declined and authority fell into the hands of local military rulers, giving Japan a feudal society which can be strikingly compared to that of medieval Europe. The emperor became nearly inconsequential after 1185 and, during a low point in the late medieval period, was reduced to selling his poetry in the streets and did not even perform the religious functions which were among his traditional responsibilities. The *shogun*, a general originally appointed by the emperor to defend the frontiers, became the leading authority and that position gradually became hereditary. Warriors participated in policy-making, and the shogun possessed his own bureaucracy, the *bakufu*. Yet the countryside was dominated by powerful lords (*daimyo*) who built up power with

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[1] Reprinted from *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*. Los Angeles: National Center for History in the Schools, University of California, 1992, pp. 244–246. Used by permission.

> the assistance of their vassals and created concentrated estates on which they held direct control of peasants and their produce.
>
> This Japanese form of a warrior society developed a particular genre of literature, epitomized in *The Tale of the Heike*, which extolled the virtues of feudal loyalty, prowess, and valor; the warrior (*samurai*) code of honor was called *bushido*. More contemplative and artistic aspects of Japanese culture, based on the meditative practices of Zen Buddhism, also deserve attention: the *No* theater, the tea ceremony, flower arranging, and ink-brush painting. All of these topics, from government to society to literature and contemplation, make exciting points of comparison with medieval Europe that help bring out the salient features of both societies.

Figure VII-1 summarizes, in chart form, the important periods and events in Japanese history, from prehistoric to modern times. Chapter 9 of the state-adopted textbook for seventh grade, *Across the Centuries*, highlights many major events and developments of these periods. In general, lesson 1 (pages 222–226) deals with the prehistoric, early historic, and Nara periods; lesson 2 (pages 227–230), the Heian period; lesson 3 (pages 231–236) discusses the Kamakura and Ashikaga periods; and lesson 4 (pages 237–241), the period of unification and the Tokugawa period. Together, the Kamakura and Ashikaga periods make up what is often termed "medieval Japan."

Monique Avakian's *The Meiji Restoration and the Rise of Modern Japan* and Rhoda Blumberg's *Commodore Perry in the Land of the Shogun* (see "General Resources") help to link the past to the present and are suggested for extended or independent student reading.

## Presentation and Activities

**A**

### Beginning the Topic

To illustrate Japan's physical geography and its isolation from the rest of the world, teachers may have students themselves become parts of a three-dimensional representation of

**Coordination with State-Adopted Textbook**

**Chapter 9 of *Across the Centuries* (pages 220–245) relates specifically to this *History–Social Science Framework* unit.**

### *Figure VII-1*
### A Chronology of Periods in Japanese History

| *Date* | *Name of period* | *Some important events* |
|---|---|---|
| 8000 B.C. to A.D. 500 | Prehistoric | Jomon culture. The Jomon people had a hunting and gathering culture. They used stone and bone tools, and made pottery which had distinctive designs. Around 300 B.C. the Jomon Culture was displaced by the Yayoi Culture, developed by migrants from mainland Asia. The Yayoi introduced rice farming, weaving, bronze, and wheel-made pottery. Small kingdoms ruled by a military aristocracy developed, leading to the unification of Japan under the emperors of the Yamato Kingdom. |
| **Classical Period**<br>A.D. 500–710 | Early historic | Influence of Chinese civilization, via Korea. The Japanese adopted the written Chinese language and began to keep records. Buddhism was introduced in 551; Buddhist temples founded around 600 by Prince Shotoku. |
| A.D. 710–794 | Nara period | Nara, the first permanent capital, was founded in A.D. 710. Chinese cultural influence continues. Buddhist temples become powerful. |
| A.D. 794–1185 | Heian period | New capital founded at Heian-kyo (Kyoto). Brilliant era of aristocratic culture. Period ends with civil war of Taira and Minamoto clans. |

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*Figure VII-1* (continued)

| *Date* | *Name of period* | *Some important events* |
|---|---|---|
| **Shogunate** | | |
| A.D. 1185–1333 | Kamakura period | Minamoto Yoritomo becomes first shogun, starting period of military rule. Rise of samurai (warrior) class. Mongol invasions defeated. |
| A.D. 1333–1573 | Ashikaga period | Shogunal capital returns to Kyoto. Rise of Zen Buddhism, with artistic influence in Noh theater and ink painting. Trade with China. Rise of commerce and industry. Period ends in civil war. |
| 1573–1600 | Period of unification | Civil war. First Europeans arrive, 1542. Firearms introduced. Jesuit and Franciscan missionaries. Country unified by Tokugawa clan. |
| 1600–1867 | Tokugawa period | Arts flourish; architecture, gardens, tea ceremony reach new heights. Rise of urban culture, Kabuki theater, woodblock prints. Country closed to most foreigners. |
| **Modern Japan** | | |
| Nineteenth century | Early modern Japan | Influence of Western learning via Dutch merchants. Japan forcibly opened to foreign trade by Commodore Perry in 1853. |

Source: Pamela Odijk. *The Japanese. The Ancient World* series. New York: Silver Burdett. ©1989. p. 11. Used by permission.

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Japan's configuration.' After examining a map of Japan and discussing landform features, the various islands, the Sea of Japan, Mount Fuji, Japan's proximity to China and Korea, the Pacific Ocean, and other details, students form a "human map" that represents Japan in relationship to other countries. Some students form the major islands by grouping themselves in a comparable arrangement; others become the Chinese and Korean coastlines. Empty spaces outside the island groups suggest the Sea of Japan and the Pacific Ocean. This brief enactment helps students to "see" and recall more readily the geographical isolation of Japan.

What effects might this isolation have had on the people or culture throughout Japan's history? What might be Japan's food sources?

After the enactment, students transfer learnings from this activity by individually completing outline maps of Japan, including legends, using colored pencils. Teachers should evaluate the maps and legends for accuracy and clarity. Major oceans, seas, mountains, deserts, and islands should be labeled. To do this, students may need to refer to an atlas. Using a scale, students estimate the number of miles from the southern tip of Kyushu to the northern tip of Hokkaido. Students should note that the four big islands amount to roughly 98 percent of Japan's land mass. In reality, Japan consists of a chain of 4,223 volcanic islands that form an archipelago.

The teacher may superimpose a transparency of an outline map of Japan over a map of the United States, showing that Japan extends from Maine to Georgia. The teacher may show a political map of the United States with shapes of the major Japanese islands cut out and mounted within the boundaries of Montana. Such visual aids help students better understand Japan's size and shape, which makes its dynamic history all the more extraordinary. Students also acquire a sense of place through such activities. For example, how does the geography of Japan compare with those of China and India, and what is Japan's location in relation to those of areas studied in grade six?

Students are divided into groups to examine topographic maps of Japan. To help them understand the maps, they discuss answers to the following questions: What is elevation? How is it shown on a map? Groups might be assigned one of the major islands and use play dough to build three-dimensional maps showing physical features and different elevations. Groups explain their maps to the rest of the class and arrange the maps to create the entire nation.

After reading the story of Izanagi and Izanami, students consider how Japan's physical geography figures in this story about Japan's creation (the isolated islands, the mountain landscape, the sea as a rich resource). How are aspects of the tale reflected in the symbols of the present-day emperor of Japan? How is the tale different from or similar to other myths students have read during this year or in previous years?

B

## Developing the Topic

The activities described in this section require different types of writing: descriptive sketches, poetry, dialectical journals, silent dialogues, imaginary autobiographies or eyewitness accounts, and newspaper articles. Each student may keep a portfolio of varied writings related to this unit, one that combines his or her best efforts in history–social science and language arts.

When students study the Chinese influence in early Japan, they learn about the Taika reforms. Although the reforms diminished the power of the clans, the peasants were little affected by them. "A Dialogue on Poverty," which was part of the Man'yoshu collection (around A.D. 700), is an excellent primary source for developing students' insights into the plight of the peasant. The poem, attributed to Yamanoue no Okura, appears in Appendix VII-1.

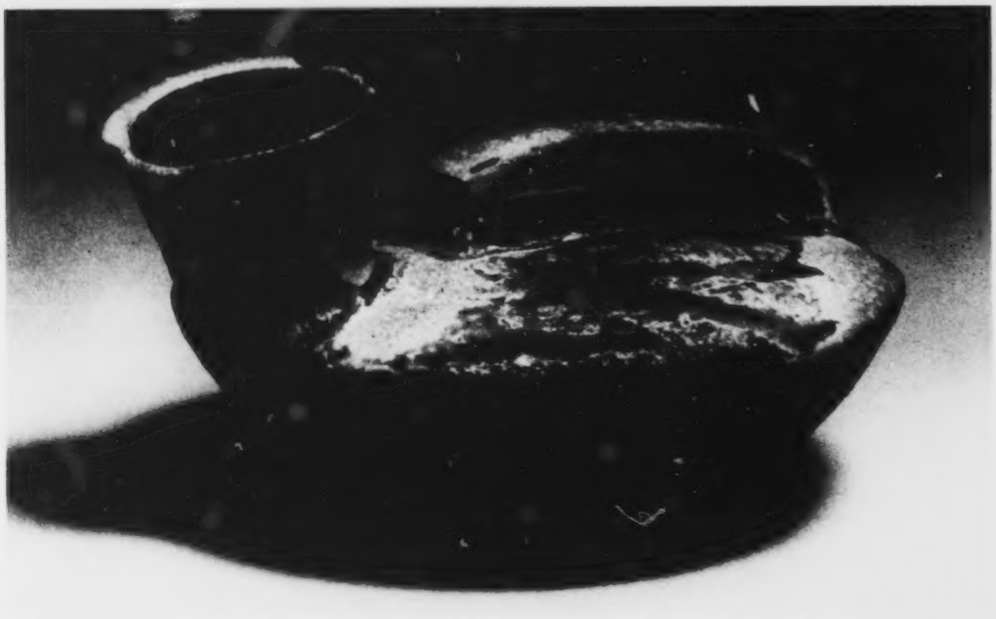
After handing out copies of the poem, the teacher discusses with students its background, purpose, and origin. Students read through the poem, then reread it, circling or checking any images, references, and descriptions that they find notable or interesting. Afterward, students share their thoughts. What aspects of peasant life contributed to such despair? If peasants had been entitled to keep the profits from their crops or to own their own farms (instead of giving them to clan leaders or government officials), would their attitudes have been different? Why or why not? As a follow-up to this discussion, the class briefly contrasts the effect of the Taika reforms on peasants with their effect on clan leaders.

How long did the peasant class suffer under such arduous and paltry conditions? To calculate the length of time, students consult resources, such as

*Across the Centuries* (pages 230 and 240). By scanning, comparing, and computing, partners arrive at an estimate of the minimum number of years the peasant class had to endure such hardships. This estimate is useful when students compare medieval Europe and Japan later in Unit VIII, at which time they may make a similar calculation or develop comparative time lines.

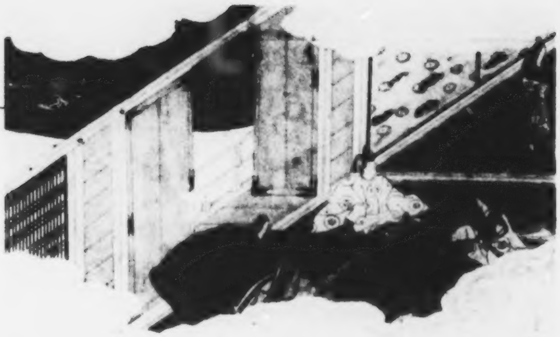
After students have studied Heian court life, they chart contrasts between Heian peasants and aristocratic men and women. To introduce this comparison, teachers may read aloud excerpts from the first six chapters of *Of Nightingales That Weep*, by Katherine Paterson, which, in conjunction with previous studies, allows students to cite facts as well as make conjectures (see "General Resources"). They consider, for example, differences in work, leisure, education, recreation, relationships to spouses and children, health, dress, food, housing, income, degree of freedom, and restrictions.

When studying daily life in the provinces of Japan, students may examine



*Flat pitcher* (stoneware). Heian period, early ninth century. Asian Art Museum of San Francisco, The Avery Brundage Collection (B87 P2). Reprinted by permission.

the primary sources reprinted in Appendix VII-2. How do statements by the nobility confirm historians' impressions that the "dwellers among the clouds" regarded workers as hardly human?



*A bird house and scenes from* The Tale of Genji. Detail, six-panel screen (ink on paper). Edo period, early seventeenth century. Asian Art Museum of San Francisco, The Avery Brundage Collection (1991.65.1). Reproduced by permission.

In the *Framework*, Murasaki Shikibu's *The Tale of Genji* is singled out as a classic of Japanese literature. As students study the Heian period, they may hear or read portions of this classic work. Edward G. Seidensticker's introduction to his translation includes helpful background information for teachers. Though some critics disagree with the view that the tale is a novel, there is general agreement that the book's prose narrative, which emphasizes believable characters and relationships over plot, qualifies it as the first great novel in world literature.

It is essential that seventh graders become familiar with the nature of the Heian court before they study *The Tale of Genji*. The whole class brainstorms terms, concepts, aspects of Heian culture, artistic developments, ways of court life, marriage customs, uses of diaries and poems, and so forth. Then the teacher reads aloud either all or part of chapter 1 of the *The Tale of Genji*,[2] and students take notes to explain how this work confirms or illustrates what they have already learned about life in the Heian court.

After the reading, students meet in groups of two or three, pool notes, refer to textbooks or supplementary materials, and develop a collective answer. Observations are shared, and the teacher can clarify or extend impressions as necessary. Examples should include those illustrating the structure or hierarchy of the nobility, the clans' power and influence, political intrigues, marriage customs, the status and role of court women, the place of poetry and letter writing, and the Buddhist belief in former lives. The teacher evaluates students' work on the basis of the examples they cite and their participation in class discussion.[3]

For homework, using as a model a selection from the works of either Sei

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[2] The Seidensticker translation listed in the "Resources for the Sample Topic" is recommended. (See Shikibu, Lady Murasaki.)

[3] This activity is based on the "illustrative model" for teaching with primary sources, described in *Tuning In*, by Gerald Danzer and Mark Newman, p. 27. (See the "Resources for the Sample Topic.")

Shonagon or Murasaki Shikibu, students may write descriptive sketches of Heian court life from the perspective of a noblewoman or a lowborn servant.

Through the poetic forms of *haiku* and *tanka*, students have further opportunities to study and write about early Japanese culture. Although haiku is not new to school classrooms, this unit inspires students to read and write haiku with a better understanding of its historical context. One instructional resource that is useful for correlating history–social science with English–language arts is the instructional unit *The Haiku Moment: Seeing the World in a Grain of Sand;* Myra Cohn Livingston's *Poem-Making: Ways to Begin Writing Poetry* is also a valuable resource for teachers when students write haiku (see "General Resources"). In *Across the Centuries*, haiku is introduced on page 241.

The traditional subject of haiku is nature. Although the best haiku seem to be effortless, simple creations, this effect requires great mastery. Successful poems bring to readers' minds images so vivid that they feel transported to another place. In form, a haiku has three lines—of five, seven, and five syllables, respectively. When students hear haiku read aloud, they should become familiar with selections by Matsuo Basho (1644–1694), a samurai who became a Buddhist monk and is considered among the masters of the form.

During the Heian period, the tanka form of poetry also became popular. The *Kokinshu* (Poems Old and New) was compiled in A.D. 905 and remains an important collection of tanka. A tanka is composed of five lines—of five, seven, five, seven, and seven syllables, respectively.

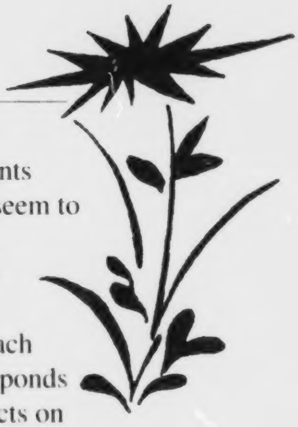
Background information and good examples of both tanka and haiku poetry may be found in Odijk's *The Japanese* (page 30), *Basho: Back Roads to Far Towns* (see "Resources for the Sample Topic"), and in *Anthology of Japanese Literature from the Earliest Era to the Mid–Nineteenth Century*, edited by Donald Keene, pages 192–196 and 429–431 (see "General Resources"). *The Thirty-Six Immortal Women Poets* provides examples of a third poetic form, *waka*, which developed in poetry competitions among young Heian women (see "Resources for the Sample Topic").

Students should hear the poetry read

aloud and write in these forms as well. They need to understand that the beauty of the poems loses much in translation. In writing tanka and haiku in their own language, students should be encouraged to make their writing as expressive, sonorous, and genuine as possible. Students' poems are placed in both their history–social science and language arts writing portfolios for this unit.

As students read literature related to this unit, they keep a "dialectical journal." This is a double-entry journal in which students take notes on passages they select; while reading, they make comments, pose questions, analyze, or reflect. As a means of evaluation, the journal permits teachers to see students' insights and thought processes regarding what they read. As a teaching device, it promotes writing fluency and encourages students to explore, read critically, and think about literature.

For keeping a dialectical journal, students draw a vertical line down the middle of an 8½" x 11" (21.6 x 27.9 centimetre) piece of paper. In the left-hand column, the reader copies a quotation or passage from the text; this quotation may be selected by the teacher or the student. (At times, the teacher may assign passages related to a specific cultural or historic topic; at other times, the students record passages that seem to them to be important, unclear, or otherwise noteworthy.) In the right-hand column, each student interprets, responds to, questions, or reflects on the selected passage or quotation. A master copy of a sheet of paper formatted for a dialectical journal may be duplicated for students, or students may make their own. The literature samples listed in "Extended and Correlated Activities" lend themselves to this type of writing activity.



Students research extraordinary women of the Heian period, including writers, empresses, samurai, and religious leaders. In Bingham and Gross's *Women in Japan* (see "Resources for the Sample Topic"), information can be found on Sei Shonagon, author of *The Pillow Book;* Murasaki Shikibu, author of *The Tale of Genji;* Hojo Masako, the founder of the Kamakura government; Empress Suiko, who brought Buddhist scholars from Korea; Mino-no-Tsubone, the regent Tokimune, and the Abbess Yado, who together participated in the founding and development of a temple in which divorced samurai women could seek refuge; and Empress Komyo, who cared for the sick and needy. After students complete the research, they decide how each woman demonstrated freedom not known by women in other parts of the world at the time she lived.

In a strategy known as "silent dialogue," student pairs conduct interviews that might take place between a journalist of twentieth-century America and one of the women listed in the previous activity. Each student writes one question from the perspective of a journalist. Partners then exchange their questions and answer each other's question in writing. They continue this pattern for two or three rounds without repeating a question. Pairs of students read their dialogues aloud to the class. This activity combines knowledge, research, creative thinking, and writing skills.

The students write and edit a mock newspaper of feudal Japan. Among the "stories" they should cover are the wars among the daimyos, the arrival of missionaries, and geographic phenomena such as earthquakes or eruptions of Mount Fuji. The newspaper should be planned so that the life and times of this period in Japan's history are well covered.

The feudal era of Japan is a source of numerous topics for imaginative, independent writing projects. Drawing background information from this unit, students may select themes from such topics as:

- The diary of a Portuguese trader, comparing the culture he saw with that of his own
- The diary of a court lady during the Heian period
- A samurai's autobiography or war memoirs
- An autobiographical account of a peasant woman of the Kamakura period
- A Zen Buddhist monk's account of his journey to Japan and his life during Shotoku's reign
- An account of a merchant's wife during the unification period
- A Taira teenager's view of the Minamoto clan
- An autobiographical account of the art and life of a Japanese musician of the Tokugawa period
- An account of the experiences of a Jesuit missionary
- A peasant child's view of the samurai

Students should incorporate geographic factors into their essays. Such writings allow students to synthesize learnings in a vivid, imaginative way. "Culminating the Topic," which follows, explains how such essays lend themselves to assessment of portfolios.

## C

## Culminating the Topic

One means of assessment for this unit is the writing portfolio, which may be evaluated from the perspective of both language arts and history–social science. Scoring guides or rubrics should be developed beforehand for the various types of writing being assessed. For example, the fictional autobiographies written in response to the last section of "Developing the Topic" may be evaluated according to the standard rhetorical elements of incident, context, significance, voice, and style.

Figure VII-2 presents an outline that clarifies this method of evaluation. The left-hand column lists the rhetorical elements found in an exceptionally good autobiographical essay, regardless of its subject. In the right-hand column are corresponding elements related to history–social science content. The outline demonstrates how the rhetorical elements of an autobiographical incident in language arts are coordinated with a writing assignment in history–social science.

To score essays, teachers may use a 6-point scale or rubric similar to that developed by the California Learning Assessment System (CLAS), with 6 representing exceptionally high achievement. The upper half of the point scale (6, 5, 4) represents three levels of satisfactory, passing quality; the lower half (3, 2, 1) represents unsatisfactory levels of accomplishment or effort. The teacher and the students, individually or together, can make judgments on the quality of work, based on the scoring criteria. Below is a sample of a rubric developed for the historical "autobiographical" essay:

| | |
|---|---|
| **Level 6** | The essay is extremely well thought out, engaging, organized, and polished, communicating in a clear, precise, and vivid manner. The story incorporates numerous and accurate historical, geographic, and cultural details; specific actions are presented in a logical and smooth manner. People, events, and scenes come to life for the reader. The pacing leads to an appropriate sense of tension, and the element of surprise is employed. |
| **Level 5** | The essay is well thought out and organized, with a degree of polish The narrative is clear and incorporates accurate historical, geographic, and cultural details in a logical and smooth manner. The pacing carries the reader through the story. |
| **Level 4** | The essay is clear and organized and incorporates some historical, geographic, and cultural details. Although the essay communicates what the reader needs to know, it lacks sufficient polish and clarity. |

## *Figure VII-2*

### Rhetorical Elements for Autobiographical Writing: An Imaginative Essay in History–Social Science

| *Language arts* | *History–social science* |
|---|---|
| ***Incident.*** The writer narrates a coherent and engaging story that moves the narrative toward the central moment. The narrative tells readers what they need to know to understand what happened and to infer its significance to the writer. The writer of a Level 6 essay will use some of the following elements: | ***Incident.*** Historical, geographic, social, economic, and cultural events or conditions provide essential background for the central moment, or perhaps constitute the central moment itself. The writer of a Level 6 essay uses many of the following elements: |
| • Naming (specific names of people or objects, quantities, numbers) | • Historical persons or groups, places, and locales |
| • Describing visual details of scenes, objects, or people (size, colors, shapes, features, dress) | • Visual details that reflect geography and culture (e.g., setting, mountains, pine trees, dress, architecture) |
| • Describing sounds or smells of the scene | • Historical details that reflect the writer's knowledge of cuisine, markets, technology, other factors |
| • Narrating specific actions (movements, gestures, postures, expressions) | • Description of actions that are appropriate for the time and place (customs, etiquette, manners, codes of loyalty) |
| • Creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident | • Persons' thoughts and speech that are consistent with the specific time, place, class, and situation |
| • Slowing the pace to elaborate the central moment of the incident | • Central moment that shows a connection to historical incidents or conditions |
| • Creating suspense or tension | • Conflict consistent with actual historical conditions, persons, or events |
| • Including the element of surprise | • Element of surprise that is consistent with the central moment |
| • Comparing or contrasting other scenes or people | • Other scenes or people that are true to the era |

*Note:* The language arts column, which describes exceptional (6-point) achievement, is taken from "Rhetorical Effectiveness Scoring Guide for Autobiographical Incident," in the *Writing Assessment Handbook, Grade Eight*. Sacramento: California Department of Education, 1990, pp. IX-13–IX-14.

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*Figure VII-2* (continued)

| *Language arts* | *History–social science* |
|---|---|
| Rather than minimizing events, the writer of a Level 6 essay dramatizes the incident, using strategies like those just listed. | |
| *Context.* The writer locates the incident in a particular setting and orients the reader to scene, people, and events. The writer goes beyond simply identifying or pointing to the scene or people by using carefully chosen details relevant to the incident. The writer may devote considerable space in the essay to orienting readers, describing the scene and people, and providing background or context for the incident—but not at the expense of a well-told incident. In a Level 6 essay, there is balance between static context and dramatic, narrated incident. | *Context.* The essay reflects an appropriate balance between essential historical background and elements related to the personalities and the human relations portrayed. |
| *Significance.* The essay reveals why the incident was important to the writer. This significance can be either implied or stated. If the significance is implied, the reader can infer it confidently. The significance may be apparent in the writer's insights at the time of the incident or in reflections from the writer's present perspective. Those insights and reflections may appear integrated into the narration or in the conclusions to the essay. The reflection may be humorous. | *Significance.* The incident is rooted in historical circumstances, as are the best examples of historical fiction. These circumstances are integrated with characters' thoughts, conditions, conflicts, and so forth. |
| *Voice and Style.* In a Level 6 essay, we hear an authentic voice that reveals the writer's attitude toward the incident. The essay includes well-chosen details, apt words, and graceful, varied sentences. It often includes word play and imagery. The essay engages the reader from the start and moves to a satisfying closure. | *Voice and Style.* These should reflect the speaker's attitudes and language in a way that is consistent with time and place and so that seventh graders are able to understand them. Word play and imagery reflect aspects of the era as well. |

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| | |
|---|---|
| **Level 3** | The essay communicates some information but is lacking in detail and is not logically organized. Historical, geographic, and cultural references are limited, and some may be inaccurate. There is no sense of polish to the work. |
| **Level 2** | The essay is deficient both as a logical story and in the incorporation of historical, geographic, and cultural references and details. |
| **Level 1** | The essay is not organized and does not incorporate historical, geographic, or cultural details. |

Just as the aims of an assignment are clearly explained to students, so should a scoring rubric be shared and explained before students begin the assignment. The use and explanation of a rubric strengthens students' understanding of the factors that contribute to the achievement of high-quality work and enables them to set personal goals for accomplishment. When students are introduced to the rubric for an assignment, it is helpful if they state in their own words what the levels mean to them. In this way, the teacher can better clarify and specify the expectations. Many teachers collaborate with their classes in developing rubrics.

In assigning the point-in-time, "autobiographical" essay, the teacher may read aloud to the class examples of Level 6, Level 3, and Level 1 essays ("benchmark" pieces). Since this type of writing may be new to students, they need a clear concept of the assignment and the possibilities it offers for creativity.

In core classes, rubrics also should include criteria for coherence and for language conventions or mechanics (grammar, spelling, punctuation and usage). By writing to a rubric that incorporates all these elements, students are better prepared to meet the expectations of an eighth grade writing assessment.

## Activities for Other Topics

Around 200 B.C. in Japan, the Jomon culture was replaced by the Yayoi culture. This group used metal tools to level and irrigate the land. The teacher may draw a simple chalkboard sketch to show a gravity-model irrigation system and terraced, irrigated agriculture. Students may compare this system with the different methods of irrigation used today, such as that employing electric pumps.

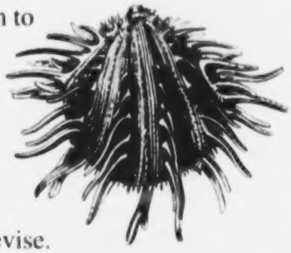
The class collaborates in making an 8' x 8' (2.3 x 2.3 metre) map of Japan. The teacher explains and assigns this ongoing project early in the unit; its completion also could qualify as a

culminating activity. During the intervening days, student groups meet outside of class to work on their assigned sections of the project. Occasionally portions of class time may be used by students to complete assignments or by teachers to monitor students' work.

Students are divided into groups of four or five. They are charged with the following tasks:

Group 1 draws the outline for the map from an overhead projector onto a length of butcher paper mounted on the chalkboard. Group members research the physical landforms, paint them on the map, and devise a key.

Group 2 researches and selects natural plants and animals to depict on the map. Group members create icons and attach them to the map. Sea life, such as sardines, cod, and oysters, may be included in the key students devise.



Group 3 researches important cities or key places of medieval Japan. Group members letter the names on small strips of paper that are affixed to the map. Explanations of the importance of each place are written as a map inset.

Group 4 lists and locates major cultural features of the period, such as the Tokaido Road, temples, monuments, and castles. Group members add these to the map, write explanations about them, and place them along the outer edges of the map.

Group 5 researches various types of trade, devises an icon for each type, and places it appropriately on the map. This group also indicates modes of transportation and trade routes, such as those to China and Korea. An explanatory inset is prepared.

Group 6 researches the raising of crops and the herding and hunting of animals and creates icons for each activity. A key is prepared that explains the significance of each, including importance of food and clothing, means of harvesting, and other information.

Students will need to consult textbooks and other resources, such as Pamela Odijk's *The Japanese,* to complete the activity. Teachers should remind groups that their research should focus on historical rather than contemporary Japan.

If additional topics are needed, teachers may consider medieval battles and wind and ocean currents. In each group, students devise appropriate icons and prepare brief reports on their findings. Just before completing the map, student groups report to the class regarding their work, sharing any imporimportant points and posing questions. The finished map should be titled and displayed.

The completion and display of the map should be timed to coincide with the final topic of study for the entire unit. As a follow-up, students are asked to reflect on all that they have learned from the map activity and the study of historical Japan. How has geography influenced or determined the historical development of Japan? What events might have been different if Japan had not been an isolated country. Students write responses to these questions, share them in small groups, and then revise and extend their notes as a result of the discussion. For homework, they write short essays, developing what they believe are the most important ideas linking Japan's geography and history. Teachers evaluate the essays and add them to portfolios.

Many U.S. citizens most readily associate the beverage tea with Chinese and Japanese cultures. Tea was brought to Japan from China by Buddhist monks during the Heian period. A tea-drinking ceremony conducted at Zen monasteries, however, gradually developed into a popular social ceremony, beginning in the Ashikaga (or Muromachi) period and becoming notably established in the Tokugawa period. This ceremony, so unlike the fast-paced, often shallow social rituals of contemporary life, offers students opportunity for reflection. After studying the tea ceremony's ritual and setting (see Odijk's *The Japanese*, pages 18, 19, and 41; and *Calliope World History Magazine for Young People*, January/February, 1993, pages 42–45), students consider the following: What special values or advantages does such a ceremony have? Why is no trivial conversation allowed, and what replaces it? Given our ways of life, what kind of occasion could be adapted or devised to foster the enjoyment of leisure, silence, formal etiquette, the use of finery, and meaningful conversation? What similar occasions exist in our own era? Has their popularity endured? Why or why not? If possible, a member of the Japanese community may visit the classroom to demonstrate parts of the tea ceremony.

The Code of Bushido is part of Shinto teachings. The code includes loyalty to the emperor and the lord, gratitude, courage, justice, truthfulness, politeness, honor, and reserve. Students should look at the influence this code had on the way wars were fought during this time period. Duty and honor to one's family, but especially to the emperor, are concepts that have had much influence on the wartime behavior of the Japanese people. Students can explore these relationships. Excerpts from Ruth Benedict's *Chrysanthemum and the Sword* is a good teachers' resource for this activity (see "Resources for the Sample Topic"). The activity may be reviewed in Unit VIII, when Bushido is compared with the chivalric code of Europe. Students familiar with events of World War II may share observations on how ideas or attitudes from this earlier time period were evident during that war (e.g., through military tactics, kamikaze attacks, officers' use of samurai swords).

By studying the map of warrior clans on page 230 of *Across the Centuries*, students relate historical events to the changing settlement patterns and the dispersal of various groups. Each student makes a sketch map based on the textbook map and includes the warrior clans. Students should consider, based upon their knowledge of the physical features of Japan, in what types of landscapes particular clans tended to settle (e.g., mountainous regions, coastal lowlands).

Beneath their sketch maps, students list factors or events that led to the establishment of clan estates. What effect did the settlements have on courtiers and peasants? Were these settlements made quickly or gradually, over many years? Explain. Based on the map, what might have been the areas of greatest population densities? Why?

This activity can lead directly into the study of the shogunate.

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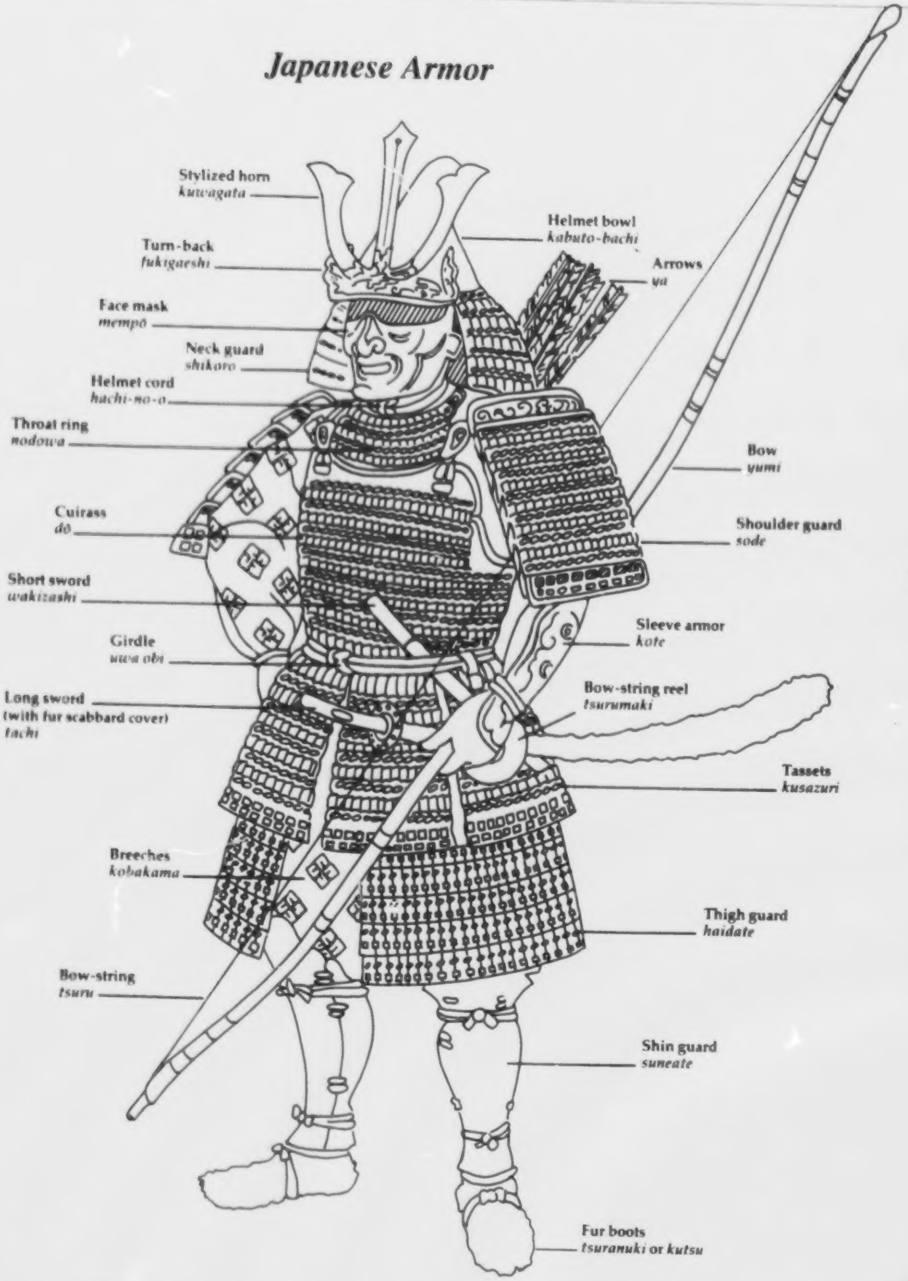
Drawing upon all they have learned, students select one of the major periods studied in this unit. Each student designs, draws, paints or colors, or creates as a collage a mock travel poster for the period. Subject and background images reflect important aspects of the chosen period and Japanese geography. Students may conduct further research to enrich the details in their posters.

Teachers should make this assignment five to seven days before it is due. Students do research for, plan, draft, and complete the posters as homework; teachers may use a few minutes during some class periods to check students' progress and guide them, if necessary.

To evaluate the presentation and explanation of the posters, teachers and students together may devise a rubric. The greatest value

*Shinto goddess* (wood, traces of original color). Kamakura period, fourteenth century. Asian Art Museum of San Francisco, The Avery Brundage Collection (B69 S36). Reprinted by permission.

# Japanese Armor


Stylized horn
kuwagata
Helmet bowl
kabuto-bachi
Turn-back
fukigaeshi
Arrows
ya
Face mask
mempō
Neck guard
shikoro
Helmet cord
hachi-no-o
Throat ring
nodowa
Bow
yumi
Cuirass
dō
Shoulder guard
sode
Short sword
wakizashi
Sleeve armor
kote
Girdle
uwa obi
Bow-string reel
tsurumaki
Long sword
(with fur scabbard cover)
tachi
Tassets
kusazuri
Breeches
kobakama
Thigh guard
haidate
Bow-string
tsuru
Shin guard
suneate
Fur boots
tsuranuki or kutsu

Schematic drawing of a samurai in full armor. Courtesy of Asian Art Museum of San Francisco.

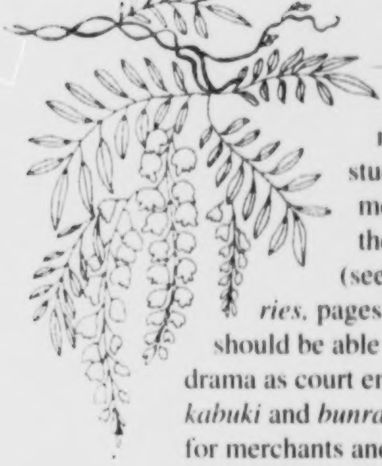
should be placed on clarity and on an accurate reflection of the period, since the assignment is intended to culminate students' study of Japan's early history. The assignment benefits students of limited English-speaking ability. When the posters are displayed in the school, other students, parents, and the community can enjoy them.

## Extended and Correlated Activities

Correlating Unit VII with English–language arts activities may be achieved in many ways. The following readings are suggested, in addition to the reading and writing of haiku and tanka, as described in "Developing the Topic":

- *The Story of Yuriwaka: A Japanese Odyssey*, translated and retold by Erik and Masako Haugaard, is both beautiful and brief; it is easily completed in less time than is suggested for the entire unit. The story also exemplifies the cross-cultural influence on the development of Japanese literature, having its roots in the European exchange during the 1500s, a factor that links the book nicely with the period of unification (see *Across the Centuries*, page 239). The legend also encourages students to draw from their sixth grade study of ancient Greece.
- A study of Japanese No plays (also spelled Noh) may be coordinated with viewing live or videotaped productions. The No theater is the oldest form of drama to be preserved in its exact form. Words, dance, and music are rhythmically coordinated as they were 600 years ago. Actors are trained from childhood in traditional forms. The characters of No theater are all played by men. The roles typically include an old man, an old woman, a young man, a child, a monster, a formidable god, a gentle god, and an animal. The plots of the plays are short and simple, and the language is intricate. The goal is to create beauty of motion and speech.

Though translators of the plays assert the impossibility of maintaining poetical "purity," students can nevertheless gain insight into the morality as well as the imagery of the plays. *The No Plays of Japan,* translated by Arthur Waley, (see "Visual and Performing Arts Resources") contains a wide sampling and helpful background information. Since No plays are short, they are easy to use in the classroom. One play, *Growing Old Together*, appears in Appendix VII-3 of this course



model. When studying the rise of the merchant class and the Tokugawa period (see *Across the Centuries*, pages 240–241), students should be able to identify No drama as court entertainment and *kabuki* and *bunraku* as entertainment for merchants and the lower classes. In comparing these forms, students see how wealth and leisure influenced cultural life.

Kabuki and bunraku are discussed later in this section, and possible activities are suggested.

- *Tales of the Heike* is an important work that may be compared with *Beowulf* during the study of medieval Europe (Unit VIII). This epic narrative is set at the end of the twelfth century and deals with the struggle for power between the Taira family (Heike) and the Minamoto family (Genji). Originally recited by ballad singers to the accompaniment of the lute, the tales tell of the Taira family's fall and recount, with pathos, acts of heroism and cruelty during the wars. In the thirteenth century, many of the tales were brought together and written down as one epic. Thus, this work is sometimes referred to as *The Tale of the Heike*, sometimes as *Tales of the Heike*.

*Japanese Tales and Legends* (OXFORD MYTHS AND LEGENDS series) includes four stories from *Tales of the Heike* (pages 37–77) that are understandable by most seventh graders. Brief but helpful background information appears on page 212. This anthology also includes other legends and folktales and fairy tales, making it one of the most useful sources available to history and language arts teachers. The stories are suitable for reading aloud or for independent reading.

Additional folktales may be found in Yoshiko Uchida's collections *The Dancing Kettle and Other Japanese Folktales* and *The Magic Listening Cap: More Folktales from Japan* (Creative Arts, 1986 and 1987, respectively).

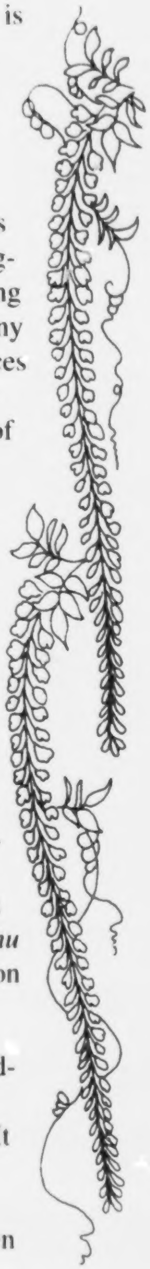
- *The Samurai's Tale*, by Erik Haugaard, recently reissued in paperback, is often studied as core literature. The story of the youthful male samurai illustrates Japanese culture during the time of the shogunate, with its emphasis on pride, Bushido, class, and culture. *The Boy and the Samurai*, also by Haugaard, is a recent complement to *The Samurai's Tale* (see "Resources for the Sample Topic").
- Robert D. San Souci's *The Samurai's Daughter* is grounded in

history and based on primary and collateral sources. Set in medieval Japan during the Kamakura period, the story tells of Tokoyo, a samurai's daughter, who courageously perseveres in a journey to join her father (see "General Resources").

- Katherine Paterson's *Of Nightingales That Weep,* written in 1974, has proved successful with students of advanced abilities or maturity. Set at the end of the Heian period and the Gempei War, the story tells of Takiko, daughter of a warrior, whose experiences take her from lowly home to court life, from urban to rural centers, from aesthetic to warring circumstances, allowing readers to perceive some of the variety and hardship in Japanese life of the time. The novel may be studied in full, or selected passages may be read aloud to pupils.

  Paterson's *The Sign of the Chrysanthemum* and *The Master Puppeteer* are other novels set in a similar time period. The stories reflect facets of Japanese life and the way lives can be shaped by outside events. The novels may be assigned for extended or independent reading or read aloud to the entire class (see "General Resources").

- Although Emily Crofford's history-based novel *Born in the Year of Courage* ("General Resources") is set in the 1800s and deals with Manjiro, Perry, and the final days of the Tokugawa shogunate, it so well employs historical background studied throughout this unit that teachers may regard the book as an engaging and convenient way of linking the earlier and later periods. Many names, terms, and other references will be familiar to students who have studied the earlier history of Japan.



- The *Shinkokinshu* (New Collection of Ancient and Modern Poems) was the eighth of the anthologies of Japanese poetry compiled by imperial order. It was completed in 1205 by a committee headed by the celebrated Fujiwara no Teika (1162–1241), the leading figure in the world of letters of his day. The Emperor Gotoba, who ordered the compilation, took an active interest in the *Shinkokinshu* and worked on it while in exile on the island of Oki.

  The *Shinkokinshu* is often considered to be the greatest Japanese collection after the *Man'yoshu.* It is known particularly for the craftsmanship of its poets, although this same quality has been denounced by some critics as artificiality. Nevertheless, such poets as Saigyo (1118–1190), who attempted to fill the elegantly wrought framework of their verses with content as poignant and moving as possible, reached new heights in Japanese poetry. As is often noted, the technical perfection of the *Shinkokinshu* is largely lost in translation.

Selections from the *Shinkokinshu* appear in the *Anthology of Japanese Literature from the Earliest Era to the Mid–Nineteenth Century,* edited by Donald Keene. Of these, teachers may wish to choose poems for study in language arts classes.

Prince Shotoku encouraged the diffusion of Buddhism throughout Japan. One form of art that exemplifies this Buddhist influence is the Japanese garden; its meditative and serene arrangement illustrates the Buddhist approach to life. Buddhist art in general is usually a reflection of nature, representing another example of the interaction between geography and humans. After viewing pictures or slides of Japanese gardens in Japan, Hawaii, or California, interested students may independently design and build, at home, miniature Japanese gardens. Small foil containers or shoe boxes may be used to hold the tiny gardens. Sand, rocks, and gravel are inexpensive additions to the design. Students can bring their creations to class for exhibit on parents' night or change their gardens to fit the weather or mood of the day.

The oldest known pottery, Japanese *jomon* ware, dates to before 10,000 B.C. Chinese influence has been very important in Japan, but, as a result of Japan's isolation, changes in Japanese ceramics evolved very slowly. During the Heian period there was little progress in Japanese ceramics. When contact with China was renewed in the Kamakura period, Sung pottery was imported and had a lasting effect on Japanese style. Seto became a major ceramic center, producing a variety of vases, bottles, pitchers, and tea bowls incised or impressed with floral motifs. This pottery was prized by feudal and military lords, and appreciation of ceramics reached a new level. The visual arts teacher may demonstrate the process of throwing a pot on a potter's wheel or invite a local ceramic artist to the school. The class may visit museums displaying Japanese ceramics. Arrangements could be made for interested students to visit the ceramics studio at a local high school, community college, or university or to visit an artist's studio.

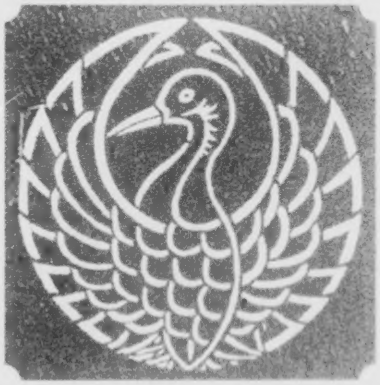
In Japan there are many words for dance, each one referring to a distinct style or form. *Utamai* are dances set to men's songs; *odori* refers to an emphasis on the movement of the feet; and *Miko-mar* are women's dances, which are calm and emphasize hand movements. A local Japanese cultural center may be contacted for more information on these dance forms and for possible demonstrations.

Ikebana, the art of flower arranging, is said to have begun in Japan in the sixth century when altar flowers were put before an image of Buddha. In the ninth century, the art of flower arranging spread from the temples to the courts. A variety of schools and styles developed over the years. Beauty in Japanese flower arranging is an expression of simplicity and color. In many communities there are ikebana societies. An expert on Japanese flower arranging may be invited to demonstrate this art form and to discuss its philosophy and design principles.

The use of Japanese family crests began during the Heian period. They were borrowed from China, probably sometime between 618 and 907, and were used by the nobility for identification on the battlefield. During the twelfth and thirteenth centuries, samurai were awarded the right to wear the *mon*, or crest, of their daimyo. Often this award was a result of marriage or adoption into the daimyo family. With the initiation of primogeniture inheritance in Japan, younger sons began to form independent families, sometimes with different surnames. Heraldry flourished during this period.

The crests were poetic and symbolic. The stylized symbols often represented natural elements. Religious symbols, as well as those representing weapons, tools, and coins, were also used. The designs chosen by families were based on qualities they valued, their occupation, highly valued possessions, or a natural element or phenomenon related to a special event in family history. Some families used different emblems for different types of occasions.

Many variations on one mon design had to be created in order to distinguish every family. The design was always monochromatic, usually a white design on a black background, and reflected simplicity and harmony. Crests appeared on banners, clothing, and swords. Initially, sumptuary laws prohibited the use of the mon by families other than those



of the imperial court, the nobility, and the samurai. Later, merchants began to use crests, and they soon appeared even on the clothing of commoners.

Students can create a mon for themselves, for their families, or for a fictional Japanese family in a selected historical period. They list five adjectives that describe personality, values, or family characteristics (excluding physical appearance). They then examine a list of emblems and their symbolic meanings and match their lists of adjectives to the meanings of the symbols, highlighting the symbols that best represent their qualities, values, or characteristics and choosing one or more qualities for their mon. Students make rough sketches on white paper, cut out their designs, and mount them on the black paper. Then they write explanations of the significance of their mons, perhaps in the form of letters to friends. The letters may be included in students' writing portfolios.

Peer groups may be assembled to discuss and try to interpret the mons (without the explanations). Group members should write one or more positive comments about each mon. The reflections and comments can then be attached to the mon along with the creator's original explanation and returned to its creator. Students should compare the group's interpretation of the mon with their own explanations to see how clearly the mon communicated their intended meanings. Teachers provide opportunities for students to revise or change their mons as a result of the critiques. John Dower's *The Elements of Japanese Design: A Handbook of Family Crests, Heraldry, and Symbolism* can be used as a source for the symbolism and designs (see "Visual and Performing Arts Resources").

In addition to No, described earlier in this section, two other forms of theater are distinctly Japanese: the Bunraku (doll theater) and the Kabuki. The Bunraku, which was brought to Japan from Korea during the sixth century, uses marionettes that are 4' (1.2 metres) tall. They are carved from wood and wear elaborate costumes. Some are constructed so that fingers, mouths, eyes, and eyebrows can be made to move. Three people are needed to operate each doll, and the dialogue is read in turn by five narrators.

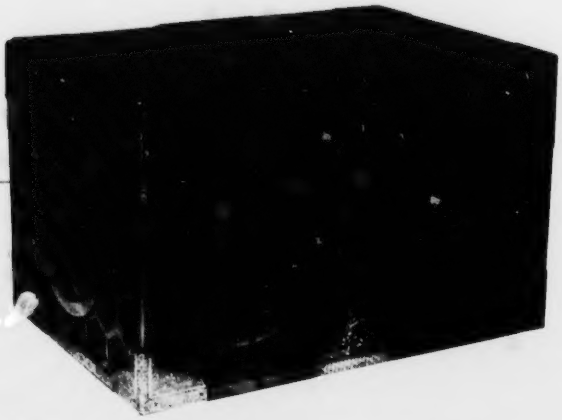
Kabuki, originally an imitation of No and Bunraku, developed during the sixteenth century. Women first produced and acted in the dance-dramas, but only men perform in Kabuki now. The form requires detailed pantomime, excellent acting, and elaborate costumes and makeup.

Students may be divided into three groups corresponding to the theater forms and asked to design projects to present to the class. A variety of options are possible: a research project explaining aspects of the theater form; a student-produced slide show or videotape; a series of student-drawn illustrations; a student-written script in the theater form; a performance in the assigned style; or a guest performance, arranged by the students, for the class or school.

Until the end of the ninth century, Japanese artists copied the work of China and other Asian cultures. When Japanese artists began to develop their own styles, their paintings and prints began to depict stories of war, everyday scenes, court life, and nature. Paintings were done on scrolls and screens. The Yamato-e style (A.D. 898) is said to be the first example of true Japanese art. In fact, Yamato-e means "pictures in the Japanese manner."

Students may study painting of this period for visual clues to the nature of Japanese life and culture. They may also discuss the paintings in terms of perspective, line, color, and the relation of human figures to the landscape.

Music specialists or docents can assist history–social science teachers by leading students through a unit on traditional Japanese music. Such instruments as the *shakuhachi* (bamboo flute), *shoko* (gong), *biwa* (lute), and *koto* (zither) are pictured in *Musical Instruments of the World;* Ardley's *Music;* McLeish's *The Oxford First Companion to Music;* and similar resources. Recordings listed in the "Visual and Performing Arts Resources" help students appreciate the unique timbres and tonal systems of Japanese music. Interested students may research information and recordings of *bugaku* (court dances), *gagaku* (court music), *nohgaku* (music for drama), and Kabuki.



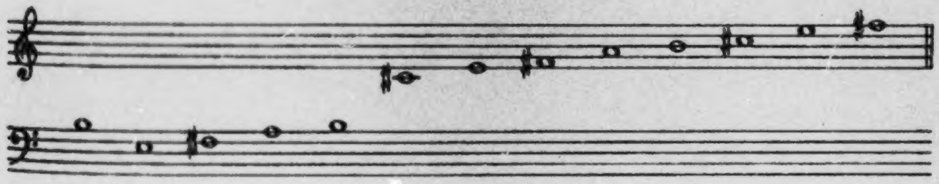
*Hasamibako* (lacquered wood garment box). Late Edo period, nineteenth century. Asian Art Museum of San Francisco, The Avery Brundage Collection (B74 M2). Reproduced by permission.

Students should create or perform simple pieces using elements of Japanese music. Docents may visit the class to demonstrate authentic instruments, but students may use modern counterparts more commonly found in schools (recorders, hand drums, and Orff instruments). Students can devise melodies based on Japanese scales or pitch systems. How do these systems differ from the major/minor system commonly used in Western music? One system, the *hyojo,* depicted in Figure VII-3, was used in the *gagaku* of the ancient royal courts. How is the hyojo

**Figure VII-3**

**HYOJO: A Pitch Organization**

**set in Western musical notation**



similar to the pentatonic scale? *Ostinatos* (repeated rhythmic patterns) can serve as an accompaniment for melodic instruments.

Unlike medieval Japan, modern Japan is no longer isolated from the ideas and economic networks of the rest of the world. Like other nations, Japan is part of modern communication and transportation networks and of economic interdependencies. Discuss how Japan's central involvement today in international politics and business (e.g., its offer to purchase the Seattle Mariners and Pebble Beach) is vastly different from its lack of involvement during earlier periods of history.

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

### Resources for the Sample Topic

**Basho: Back Roads to Far Towns* (Revised edition). Translated by Cid Corman and Kamaike Susumu. Fredonia, N.Y.: White Pine Press, 1986. The poet's account of his trek to the far north of Japan in the spring of 1689 is presented here in both the original Japanese and an English translation. Written as a diary, Basho's account of his experiences and his descriptions of nature are shaped by his personal vision.

**Benedict, Ruth. *The Chrysanthemum and the Sword.* Boston: Houghton

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Mifflin, 1989. This is an enlightening and useful study of the ideology of Japanese culture as reflected in the daily manners and customs of the people. Subtitled *Patterns of Japanese Culture*, this republication of a 1974 work explains the concepts of duty and honor clearly.

*Bingham, Marjorie Wall, and Susan Hill Gross. *Women in Japan*. St. Louis Park, Minn.: Glenhurst Publications, 1987. Developed as a student text, this is a useful resource for the study of the role of women throughout the history of Japan. A significant portion of the book relates to medieval Japan. There are a number of excerpts from primary sources, including those that relate to the concepts of filial piety, duty, honor, and loyalty.

*Crown, Bonnie R. "Women's Lives in the Asian Tradition," *Social Education* (April, 1979), pp. 248–257. This article describes the lives of traditional Asian women through primary source materials. There are selections from Sei Shonagon, Murasaki Shikibu, Ekiken Karibara, and Kenko Yoshida. Teachers may find some exerpts useful in developing the concepts of the sample topic.

*Danzer, Gerald A., and Mark Newman. *Tuning In: Primary Sources in the Teaching of History*. Chicago: The World History Project, Department of History, The University of Illinois at Chicago, 1991. Teachers will find this a practical guide for clarifying general methodology in using excerpts from primary sources. Four models are explained, which the teacher may adapt to different instructional situations. For ordering information, telephone the World History Project at (312) 996-3141.

Grun, Bernard. *The Timetables of History: A Horizontal Linkage of People and Events*. New York: Simon and Schuster, Touchstone, 1963. This is an ideal source for a chronology of historical events, grouped according to history and politics; literature and the theater; religion, philosophy, and learning; visual arts; music; science, technology, and growth; and daily life.

*Haugaard, Erik. *The Samurai's Tale*. Boston: Houghton Mifflin, 1984. This is the story of a Japanese boy, Tara, who becomes a samurai in sixteenth-century Japan. See also the author's *The Boy and the Samurai*.

Heinz, Elgin. "Murasaki Shikibu: *The Tale of Genji*," *Social Education* (May, 1978), pp. 339–343. This analysis of *The Tale of Genji* includes, in addition, suggestions for its use in the classroom and helpful background information.

**Odijk, Pamela. *The Japanese*. THE ANCIENT WORLD series. Englewood Cliffs, N.J.: Silver Burdett, 1989. Well illustrated with color photographs, this survey of Japanese culture and history includes time lines and discussions of time lines, famous people, and cultural and historic developments. As a reference or research source, this book is a useful supplement to the textbook.

***The Pillow Book of Sei Shonagon*. Translated by Ivan Morris. New York: Columbia University Press, 1991. *The Pillow Book* brings to life court life in tenth-century Japan through anecdotes, memories of ceremonies, character sketches, conversations, and manners of

Heian culture. The eloquence of the original is not lost in translation.

Puette, William. *A Guide to the Tale of Genji.* Rutland, Vt.: Charles E. Tuttle, 1983. With its precise commentary and questions, this is a very helpful guide to one of the world's finest and lengthiest novels. Maps of Heian-Kyo and the Imperial Compound can be found at the end of the book.

*Shikibu, Lady Murasaki. *The Tale of Genji.* Translated by Edward G. Seidensticker. New York: Knopf, 1987. Written in the eleventh century, the "golden age" of Japanese literature, by a lady of the Heian court, this novel is generally considered the greatest classic of Japanese literature. It is available in paperback.

**The Thirty-Six Immortal Women Poets.* Translated by Andrew J. Pekarik. New York: Braziller, 1991. This unusual book traces the development of the *waka* form of poetry and describes the competitions among female poets in Japan beginning in the Heian period. Included are Chobunsai Eishi's excellent stylized portraits of the ancient poets and calligraphic representations of the poems produced in 1797 by 36 girls between the ages of six and fifteen years.

## General Resources

**Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century.* Edited by Donald Keene. New York: Grove Press, 1988. This paperback anthology contains selections from *The Pillow Book* of *Sei Shonagon; The Diary of Murasaki Shikibu; The Tale of Heike;* and *Shinkokinshu* (New Collection of Ancient and Modern Poems) compiled in 1205 under the auspices of Fujiwara no Teika. Selections of No drama include one based on *The Tale of Heike* and one on the episode of Yugao in *The Tale of Genji.*

*Avakian, Monique. *The Meiji Restoration and the Rise of Modern Japan.* TURNING POINTS IN WORLD HISTORY series. Englewood Cliffs, N.J.: Silver Burdett, 1991. Though this book focuses on a later time period than that emphasized in the *Framework*, it can be used to follow Japan's journey into the twentieth century and modern technology.

*Blumberg, Rhoda. *Commodore Perry in the Land of the Shogun.* New York: Lothrop, Lee and Shepard, 1985. The author effectively chronicles Matthew Perry's deeds in opening Japan to world trade in the 1850s. The book is recommended for extended or independent reading.

Buck, Pearl S. *The Big Wave.* New York: Harper Trophy, n.d. The story focuses on two young boys who survive a terrifying volcanic eruption and tidal wave. Through their friendship, they learn to overcome their sorrow for what is lost and to understand that sometimes, through danger, one learns bravery and an appreciation of life. This story exemplifies the value the Japanese place on stoicism in the face of disaster.

Byam, Michele. *Arms and Armor.* New York: Knopf, 1988. Photographs of samurai armory provide students with sharp, detailed examples.

***Castletowns: An Introduction to Tokugawa Japan.* With slides and supporting material, this instructional unit takes students through an historical examination of Japanese castles and the towns that grew up around them. This unit is particularly useful for comparing European feudalism with that of Japan. This and two other instructional units, *Religion in Japan and a Look at Cultural Transmission* and *Shogun: A Guide for Classroom Use*, are available from Stanford Program on International and Cross-Cultural Education (SPICE), Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013.

*A Coloring Book of Japan*. Santa Barbara, Calif.: Bellerophon Books, 1987. This sophisticated coloring book contains many black-line drawings. The coloring activities are not recommended, but the pictures can be reinforcing for some students.

*Contemporary Japan: A Teaching Workbook*. New York: East Asian Curriculum Project, n.d. A lengthy section on traditional history, along with others on literature, religion, drama, language, and geography, provides many useful ideas for teaching this unit. Nineteen additional lesson plans are available in *Lesson Plans on Japan*. Both resources are available from the East Asian Curriculum Project, East Asian Institute, 420 West 118th Street, New York, NY 10027.

Crofford, Emily. *Born in the Year of Courage*. Minneapolis, Minn.: Carolrhoda, 1991. In 1841, having been shipwrecked and picked up by an American whaling ship outside Japanese territorial waters, fifteen-year-old Manjiro, a commoner, learns he will be put to death if he returns to Japan after contact with the outside world. He decides instead to become a member of the rescuing ship's crew and eventually becomes a key figure in opening trade with the West. The impact of cross-cultural exchange is one underlying theme of the story, which is well founded in fact. It is suggested for extended or recreational reading.

Dunn, C. J. *Everyday Life in Imperial Japan*. London, U.K.: B. T. Batsford, 1969. Life during the time when the emperor united and controlled Japan is the subject of this resource for teachers.

Duus, Peter. *Feudalism in Japan*. New York: Knopf, 1969. A history of Japanese feudalism, this teachers' resource covers the period from the tribal rule of the sixth century to the development of national unity under the shogun Oda Nubenaga in 1591. Included is a chapter comparing Japanese with European feudalism. Check local libraries for this book.

*Faces of Man: Japan*. Northbrook, Ill.: Coronet Film and Video, 1992, (800) 777-8100, ext. 5025. This film/videotape (25–26 minutes long) explores the contradictions of a very Eastern, yet very contemporary nation, where traditional social codes are still of paramount importance. Although once a closed feudal society, Japan is now a successful industrial nation. Some of the factors contributing to this transformation are revealed.

***Fury of the Northmen: TimeFrame A.D. 800–1000*. Alexandria, Va.: Time-Life Books, 1988. This book includes useful descriptions of the culture and history of the Heian period, accompanied by color illustrations and photographs of arts and crafts of the period. The chapter is highlighted with a series of twelfth-century paintings illustrating *The Tale of Genji.* See also *The Mongol Conquests: TimeFrame A.D. 1200–1300,* which contains a chapter titled "The Rise of the Shoguns."

**The Haiku Moment: Seeing the World in a Grain of Sand.* Stanford, Calif.: Stanford Program on International and Cross-Cultural Education (SPICE), n.d. An audiotape and 12 slides are used to introduce students to the intense images in haiku poetry. For ordering information see the entry for *Castletowns* in this section.

*Heike Monogatari, The Tale of Heike.* Translated by Horoshi Kitagawa and Bruce T. Tsuchida. Tokyo, Japan: University of Tokyo Press, 1975. This tale recounts the war that took place between the clans of Heike and Genji.

Hinago, Motoo. *Japanese Castles.* Tokyo, Japan: Kodansha International, 1986. This is a source for pictures and descriptions of Japan's major castles.

*Japanese for the Elementary Classroom.* Stanford, Calif.: Stanford Program on International and Cross-Cultural Education (SPICE), n.d. Emphasizing an interactive approach, this teachers' packet provides instructions and materials for teaching a unit on the Japanese language. It is available from The Japan Project, SPICE. See *Castletowns* entry for ordering information.

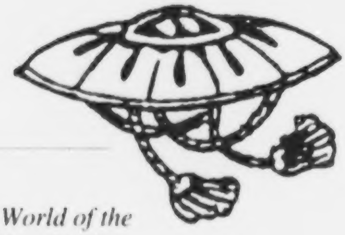
***Japanese Tales and Legends.* Edited by Helen McAlpine and William McAlpine. *OXFORD MYTHS AND LEGENDS* series. New York: Oxford University Press, 1989. This is a very useful collection of folktales and mythology. It includes four selections from the *Tales of Heike* about Japan during the Gempei War.

Kimmel, Eric A. *The Greatest of All: A Japanese Folktale.* New York: Holiday House, 1991. This picture-book story is a variant of a folktale that has been retold by such notable writers as Gerald McDermott and Yoshiko Uchida. While embodying lessons of patience and humility, Kimmel's version stresses the comical aspects of the story. Students also learn of the patriarchal responsibility of selecting a suitable groom for a daughter.

*Kokinshu.* Translated by Laurel R. Rodd and Mary C. Henkenius. *PRINCETON LIBRARY OF ASIAN TRANSLATIONS* series. Princeton, N.J.: Princeton University Press, 1984. This historical collection of Japanese poetry, originally compiled in A.D. 905, includes examples of the tanka form. This scholarly edition is recommended for teachers.

Leonard, Jonathan Norton, and the editors of Time-Life Books. *Early Japan. GREAT AGES OF MAN* series. New York: Time-Life Books, 1968. Beautifully illustrated with photographs of architecture, art, painting, crafts, and costumes, this book focuses on the culture of Japan's feudal age. One of the highlights of the book is a series of twelfth-century paintings illustrating *The Tale of Genji.* Check libraries for copies.

*Living Treasures of Japan.* Washington, D.C.: National Geographic, n.d. With its focus clearly on the creative traditions of Japan, this 60-minute videotape jour-



neys through the homes and workshops of the people who keep the traditions alive. It is available from social studies supply houses or from the Educational Services Division of National Geographic.

*Livingston, Myra Cohn. *Poem-Making: Ways to Begin Writing Poetry.* New York: HarperCollins, Charlotte Zolotow, 1991. This is a vital guidebook for teachers who want to help students write haiku. The step-by-step approach not only teaches the form but also broadens students' understanding of it.

*Lunger, Norman; Katherine Randall; and William Johnson. *Early Civilizations in Asia, Africa, and the Americas.* New York: Scholastic, 1987. A good resource for students, this paperback includes narrative, excerpts from primary sources, and maps related to medieval Japan.

**Magical Tales from Many Lands.* Retold by Margaret Mayo New York: Dutton Children's Books, 1993. In collaboration with illustrator Jane Ray, Mayo has compiled a collection of folktales that are appealing to readers of all ages. "The Kingdom Under the Sea" relates to this unit, and several other tales complement units III, IV, V, and VII as well.

Miller, James E., Jr.; Robert O'Neal; and Helen M. McDonnell. *Literatrue of the Eastern World.* Glenview, Ill.: Scott Foresman, 1970. This anthology offers a variety of selections from Chinese, Islamic, Hebrew, Burmese, Hindustani, Babylonian, and Japanese literature. Included in its selection of Japanese literature are a number of tanka poems, the form popularized during the Heian period. It is currently out of print.

*Morris, Ivan. *The World of the Shining Prince.* New York: Penguin, 1985. Morris is one of the more prolific authors and translators of material relating to Japan. See also his *The Nobility of Failure: Tragic Heros in the History of Japan* (Farrar, 1988) and *As I Crossed a Bridge of Dreams: Recollections of a Woman in Eleventh-Century Japan* (Penguin, 1988).

*Paterson, Katherine. *Of Nightingales That Weep.* New York: Harper and Row, 1974. The wonderful story of Takiko, the daughter of a samurai, the stepdaughter of a farmer and potter, and a lady in the imperial court, focuses on the theme of change in the life of a young girl who grows up amid war and death. Set in feudal Japan, this novel strongly evokes the arts, customs, and events of the time. Since it is available in paperback, multiple copies may be ordered for classrooms. See also the companions to this novel, *The Sign of the Chrysanthemum* and *The Master Puppeteer,* as well as the picture book *Tale of the Mandarin Ducks,* all by the same author.

Peterson, Lorraine D. *Japan.* Lawrence, Kan.: Coronado Press, 1983. This is an interesting, colorful textbook that includes suggestions for instructional activities.

Pilbeam, Mavis. *Japan, 5000 B.C.–Today.* GREAT CIVILIZATIONS series. New York: Franklin Watts, 1988. Illustrated with cartoonlike drawings, this student book conveys information on Japanese government, history, and culture.

Quayle, Eric. *The Shining Princess and Other Japanese Legends.* Wallham, Mass.: Arcade, 1989. Many of the selections in this representative collection of

Japanese folktales tell of the brave deeds of samurai heroes.

*The Rabbit in the Moon: Folktales from China and Japan.* Stanford, Calif.: Stanford Program on International and Cross-Cultural Education (SPICE), n.d. Folktales are presented with slides and stories in this resource unit available from SPICE. Ordering information is given in the *Castletowns* entry in this section.

San Souci, Robert D. *The Samurai's Daughter.* Pictures by Stephen T. Johnson. New York: Dial Books for Young Readers, 1992. This tale is set in medieval Japan during the Kamakura period. Basing his narrative on primary and collateral sources, San Souci faithfully retells the story of Tokoyo, a samurai's daughter, and her courageous journey to join her father. The work is brief yet easily correlated with language arts. See also the author's *The Snow Wife* (Dial, 1993).

*Shimer, Dorothy Blair. *Rice Bowl Women.* New York: New American Library, 1982. The roles of women in Asian cultures are discussed in this teachers' resource.

**Sichel, Marion. *Japan.* *National Costume Reference* series. New York: Chelsea House, 1987. This student reference book is more than a book of clothing or fashion design. Sichel weaves cultural history into her discussion of classic Japanese garments. Court and ceremonial dress, tattoos, children's wear, masks, and No and Kabuki theater costumes are among the varied topics.

Storry, Richard. *The Way of the Samurai.* New York: Galley Press, 1978. This resource for teachers includes discussions of the Bushido, the feudal warrior's code of ethics; the position of the warrior in a feudal society; and the weapons and armor of war.

"Teaching About Japan Through Modern Art and Literature," Edited by Charles Von Loewenfeldt and Betty Bullard. *Social Education* (May, 1981), pp. 303–352. Half of this special section is filled with a variety of contemporary literature selections and suggestions for their uses in the classroom. The other half focuses on the arts, with a number of full-page color plates of sculpture, paintings, pottery, lacquer ware, architecture, and costume, most examples dating from the medieval period.

*War Lords of Japan: A Simulation of the Shogun History of Feudal Japan.* Lakeside, Calif.: Interact, 1990. In this ten-day simulation, students read and listen to essays, deploy hypothetical armies, confront fates, write essays, complete artwork and calligraphy assignments, and earn *kokus* of rice for their efforts. Only half of the information in the essays and tests applies to this unit, so considerable abridgment and alteration would be necessary.

## Visual and Performing Arts Resources

The American School of Japanese Arts. 2000 Los Olivos Road, Santa Rosa, CA 95404, (707) 578-8014. This nonprofit organization, with a branch in San Diego, provides unique programs in the practice and appreciation of Japanese arts to enhance intercultural understanding. Master teachers conduct workshops for students and adults and stage performances or demonstrations of the traditional tea ceremony, No and Kyogen theater, Japanese-style calligraphy and brush painting, and Shintaido body movement.

Ardley, Neil. *Music.* EYEWITNESS BOOKS series. New York: Knopf, 1989. This book abounds with color photographs of many musical instruments from around the world. Explanatory text is clearly presented in small servings, a feature many students appreciate. This helpful resource may be used in several units and grade levels.

*The Art of Japan.* Wilton, Conn.: Reading and O'Reilly Wilton Programs, 1991. Art and history go hand in hand in this program that includes one filmstrip, one audiocassette, and a guide. Topics include early Buddhist works, the Chinese influence, the Japanese style of painting, the art of the growing middle class in the eighteenth century, and woodblock prints.

*Art of Japan.* Sarasota, Fla.: Universal Color Slide Co., n.d. This set of 25 slides includes color print reproductions of paintings, tomb figures, ceremonial masks, kettles, vases, a tea ceremony kit, architecture, and other subjects. For purchasing information, contact the company at 8450 South Tamiami Trail, Sarasota, FL 34238-2936, (800) 326-1367.

*Asian Art Museum of San Francisco Resource Packets.* These packets, produced for teachers' workshops, include slide sets, explanatory texts, charts, drawings, maps, and suggested classroom activities. Those that relate to this topic are *Bushido Code of the Samurai* and *Japanese Design: Traditional and Modern.* Resource packets available on loan include *Ideals of Beauty in Japanese Art* and *From Tombs to Tea: Asian Ways with Clay.* A videotape on Japanese lacquer ware is also available. For purchasing information, contact the museum's Education Department, Golden Gate Park, San Francisco, CA 94118, (415) 668-8921.

The Asia Society, Performing Arts Department, 725 Park Avenue, New York, NY 10021. Many videotapes are available that bring indigenous, traditional, and authentic forms of Asian theater, music, dance, and puppetry to American audiences. Titles that correlate with this unit include *Martial Arts of Kabuki; Bugaku: The Traditional Court, Temple and Shrine Dances from Japan; Edo Festival Music and Pantomime; The Awaji Puppet Theater of Japan: Haiku, Brush Painting, Forgotten Dances* (folk dances); *The Koto, Japanese Song;* and *Traditional Japanese Dance.* Direct inquiries to The Asia Society at (212) 288-6400.

Bernier, Ronald M. *Japanese Art and Architecture.* Boulder, Colo.: Alarion Press, 1992. This journey through Japan focuses on art and architecture in three programs on two videotapes. The kit includes a teaching manual, a workbook, and a teaching poster designed for grades four through nine.

*Daimyo.* Chicago, Ill.: Films Incorporated Video. This 30-minute videotape, filmed in Japan, re-creates medieval daimyo life, focusing on cultural activities such as the tea ceremony, No theater, calligraphy, swordplay, and archery from horseback. The daimyo contribution to

Japanese culture has continued over the centuries.

*Discover Art* (Sixth grade edition). Worcester, Mass.: Davis Publications, Inc., 1987. This state-adopted textbook includes a lesson on oriental watercolor painting, with directions for using the brush in the Japanese style. Color illustrations include the work of Hokusai.

**Dower, John W. *The Elements of Japanese Design: A Handbook of Family Crests, Heraldry, and Symbolism.* New York: John Weatherhill, 1971. Japanese crests—their origins, symbolism, and design—are explained in this book, which is useful for correlated activities.

Fenollasa, Ernest. *Epochs of Chinese and Japanese Art.* New York: Dover Publications, n.d. The author surveys the history of Chinese and Japanese art from primitive times to the twentieth century. The book contains 242 illustrations.

*FOLKWAYS RECORDINGS.* Smithsonian Folkways, various dates. Traditional Japanese music has a sound that is unique and interesting to Western listeners. Because of the importance of the *koto*, two albums are suggested for use during this unit and are available on audiotape: *Koto: Music of the One-String Ichigenkin* (no.1300), and *Traditional Folk Songs of Japan,* parts 1 and 2 (no. 4534). Contact Smithsonian Folkways Records, 316 Hungerford Drive, Rockville, MD, (301) 443-2314.

*Global Art Slide Set.* Sandak, 70 Lincoln Street, Boston, MA 02111. This set is geographically organized and includes the art of Africa, the Middle East, India, China, Japan, and Latin America.

Hubbard, Guy. *Art in Action* (Sixth grade edition). San Diego, Calif.: Coronado Publishers, 1987. This textbook includes a lesson that stresses the use of line and calligraphy in oriental art designs.

Hutt, Jaulia. *Understanding Far Eastern Art.* New York: Dutton, 1987. Many examples of art from this teachers' resource can be shown in class.

*Japan: A History in Art.* Boston, Mass.: Sandak Color Slides, 70 Lincoln Street, Boston, MA 02111. Many aspects of Japanese art are depicted in this set of 80 slides. For information, telephone this company at (800) 343-2806.

*Japan Art Visuals.* Visual Aids for Visual Arts, P.O. Box 925, Orem, UT 84059. This set contains 18 posters, 12" x 13" (30.5 x 33 centimetres), printed on card stock and laminated. Included are reproductions of Japanese gardens, woodblock prints, ceramics, porcelains, painted screens, architecture, paintings, and sculptures.

Kakudo, Yoshiko. *The Art of Japan.* San Francisco: Chronicle Books, 1991. From 5,000-year-old ceramic vessels to nineteenth-century paintings, all the major categories of the art of Japan are represented in this volume. Included are 165 color photographs of artwork from the Asian Art Museum of San Francisco.

*Literary Themes in the Arts of China, Japan, and India,* San Francisco: Asian Art Museum of San Francisco, 1980. The publication includes *The Tale of Genji* and a bibliography that relates to its title.

Lyrichord. The following music albums are available to supplement this unit: *Japanese Koto Music* (no. 7131), and *Japanese Masterpieces for the Koto* (no. 7219). Contact Lyrichord Records, 141 Perry Street, New York, NY 10014, (212) 929-8234.

McLeish, Kenneth, and Valerie McLeish. *The Oxford First Companion to Music*. New York: Oxford University Press, 1990. Several pages, illustrated with pictures and charts, are devoted to Japanese music.

*Musical Instruments of the World: An Illustrated Encyclopedia*. New York: Facts on File, 1978. Students enjoy using and perusing this illustrated encyclopedia containing more than 4,000 original drawings. The format appeals to young readers, and the book presents a good deal of information. It is available through UNICEF bookstores and some general trade firms.

Nishi, Kazuo. *What Is Japanese Architecture?* Tokyo: Kodansha International, 1983. Pictures in this book are useful for illustrating the architecture of temples, palaces, and castles.

*The No Plays of Japan*. Translated by Arthur Waley. Tokyo: Charles Tuttle, 1991. A distinguished translator brings several plays together in one volume for English-speaking readers. The book is a reissue of an earlier publication, somewhat reduced in size, yet still useful. Tuttle also publishes *The No Drama: 10 Plays from the Japanese* in hardback. Donald Keene has translated *Twenty Plays of the No Theater*, published by Columbia University Press. Consult local libraries or Asian bookstores for additional information.

*Oriental Art*. Glenview, Ill.: Art Education Resources, Crystal Productions, 1992. Students gain insights into Chinese and Japanese culture through paintings, calligraphy, and woodblock prints. The philosophy of the arts and their connection with history are explored in this program available with a teacher's guide and two filmstrips or a still-frame videotape.

*Oriental Art*. Sandak, a division of G. K. Hall & Co., 70 Lincoln Street, Boston, MA 02111. This set of 15 slides includes masterpieces of painting and sculpture from Japan, China, and India.

Paine, Robert Treat. *The Art and Architecture of Japan*. Middlesex, England: Penguin, 1974. The author traces the development of Japanese art and architecture with helpful descriptions and illustrations.

*Shakkuhachi: The Japanese Flute*. The Asia Society, Performing Arts Department, 725 Park Avenue, New York, NY 10021, (212) 288-6400. This recording includes fine poetic compositions played on the *shakkuhachi*, perhaps the most important Japanese wind instrument. Also available from this source are *Japan: Kabuki and Other Traditional Music*, and *Japan: Traditional Vocal and Instrumental Music*.

Shibumi Trading Limited; P.O. Box 1-F, Eugene, OR 97440. This mail-order outlet features one-of-a-kind samples and high-quality Japanese products for home, library, and classroom decor and display. Silk pictures, screens, raku pottery, lacquer ware, obis, gongs, games, musical instruments, and calligraphy supplies are only some the offerings. The firm also maintains an educational services division that prepares study packets for teachers' use.

*Shogun: A Guide for Classroom Use.* Stanford, Calif.: Stanford Program on International and Cross-Cultural Education (SPICE). This guide includes activities based on historical and contemporary Japanese topics, a Japanese glossary, comparative chronology (1400–1650), and a synopsis of the television miniseries. Other study guides are also available, including *Religion in Japan.*

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, are available from this source. Reproductions of Japanese woodcut prints and scroll paintings are pertinent to this unit.

Smith, Bradley. *Japan: A History of Art.* Garden City, N.J.: Doubleday, 1964. The development of Japanese art is described in this amply illustrated compendium.

State-adopted textbooks for visual arts, various publications and dates. Chapters from the following visual arts textbooks adopted by the California State Board of Education or approved for legal compliance are devoted to topics related to this unit.

*Art in Action* (Holt, Rinehart and Winston) focuses on Asian art styles in one lesson.

*Understanding Art* (Glencoe) includes studies of architecture, sculpture, painting, and printmaking in a social/cultural context.

*Art in Focus* (Glencoe) devotes a section to the early development of Japanese art, including pottery, architecture, painting, and woodblocks.

*Traditional Japanese Crest Designs.* Edited by Clarence Hornung. New York: Dover Publications, n.d. This treasury of 540 illustrations features a wide variety of stylized Japanese designs from nature as well as geometric and abstract patterns. Also available is *Japanese Floral Patterns and Motifs.*

The University Prints, 21 East Street, P.O. Box 485, Winchester, MA 01890. This company offers 5 1/2" x 8" (14 x 20.3 centimetre) fully captioned prints that may be ordered in loose-leaf or custom-bound study sets for students. Numerous examples of Japanese art are available, including sculpture, shrines, bronze work, architecture, lacquer ware, ceramics, and paintings from the periods studied in this unit.

*World of Music,* Grade 7. Morristown, N.J.: Silver Burdett, 1990. This state-adopted music textbook contains the famous *Sakura* or cherry blossom song and dance.

***Appendix VII-1***

# *A Dialogue on Poverty*

**by Yamanoue no Okura**

(660–733)

On the night when the rain beats,
Driven by the wind,
With the sleety rain,
I feel so helplessly cold.
I nibble at a lump of salt,
Sip the hot, oft-diluted dregs of sake;
And coughing, snuffling,
And stroking my scanty beard,
I say in pride,
"There's none worthy, save I!"
But I shiver still with cold.
I pull up my hempen bedclothes,
Wear what few sleeveless clothes I have,
But cold and bitter is the night!
As for those poorer than myself,
Their parents must be cold and hungry,
Their wives and children beg and cry,
Then, how do you struggle through life?

Wide as they call the heaven and the earth,
For me they have shrunk quite small;
Bright though they call the sun and moon,
They never shine for me.
Is it the same with all men?
By rare chance I was born a man
And no meaner than my fellows,
But, wearing unwadded, sleeveless clothes
In tatters, like weeds waving in the sea,
Hanging from my shoulders,
And under the sunken roof,
Within the leaning walls,
Here I lie on straw

---

Source: *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century*. Edited by Donald Keene. New York: Grove Press, 1960, pp. 46–48. Used by permission.

### *A Dialogue on Poverty (continued)*

Spread on bare earth,
With my parents at my pillow,
My wife and children at my feet,
All huddled in grief and tears.
No fire sends up smoke
At the cooking-place,
And in the cauldron
A spider spins its web.
With not a grain to cook,
We moan like the night thrush.
Then "to cut," as the saying is,
"The ends of what is already too short,"
The village headman comes,
With rod in hand, to our sleeping place,
Growling for his dues.
Must it be so hopeless—
The way of this world?

Nothing but pain and shame in this world of men,
But I cannot fly away,
Wanting the wings of a bird.

*Appendix VII-2*

# *Heian Literature: Glimpses of Nobles and Peasants*

The literature written during Japan's Heian period is rich in portrayals of the people of the time—peasant and patrician alike. Students will realize that the descriptions often reveal as much about their writers as they do about their subjects. Writings from the Heian period include not only poetry and fiction but diaries and other firsthand accounts as well.

Sei Shonagon, whose collected memoirs became *The Pillow Book of Sei Shonagon*, was a lady in the court of the Empress Sadako, and most of her observations focus on the women, men, and activities at the court. But she also commented on the lower classes, when her path happened to cross theirs. She had this to say about some peasants she observed: "They looked like so many basket worms as they crowded themselves together in their hideous clothes."[1] She also writes of her disgust at the "gathering of remains," when peasants "emerged from the fire-huts and began helping themselves to the leftovers in a most unsightly way."[2]

However, her more objective and detailed description of peasant women harvesting salt from the sea reveals some compassion, especially in her choice of words like *endlessly*, *trudged*, and *aching*.

> Endlessly they trudged from sea to shore, buckets of water straining from a pole over an aching shoulder. They sprayed the water on smooth sand beds to evaporate, raked up the saturated sand, filtered out the salt with more sea water and boiled the concentrate in great iron pots until there remained only the gray, coarse, indispensable crystals which his father sent back to the mountains.[3]

Not only compassion but also awed admiration color her account of the seaweed divers, women who risk their lives while "the men sit comfortably in their boats" above them, singing:

> The sea is a frightening thing at the best of times. How much more terrifying must it be for those poor women divers who have to plunge into its depths for their livelihood! One wonders what would happen to them if the cord round their waist were to break. I can imagine men doing this sort of work, but for a woman it must take remarkable courage. After the woman has been lowered into the water, the men sit comfortably in their boats, heartily singing songs as they keep an eye on the mulberry-bark cord that floats on the surface. It is an amazing sight for they do not show the slightest concern about the risks the woman is taking. When finally she wants to come up, she gives a tug on her cord and the men haul her out of the

---

[1] *The Pillow Book of Sei Shonagon*, Vol. 1. Translated and edited by Ivan Morris. New York: Columbia University Press, 1967, p. 258. Used by permission.

[2] *The Pillow Book*, p. 146.

[3] *The Pillow Book*, p. 15

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> water with a speed that I can well understand. Soon she is clinging to the side of the boat, her breath coming in painful gasps. The sight is enough to make even an outsider feel the brine dripping. I can hardly imagine this is a job that anyone would covet. [4]

While it is the excitement and risk-taking in these seaweed divers' lives that attract Sei Shonagon, in the following passage she expresses her contempt for the lack of "exciting prospects" in the lives of other women, both peasant and highborn. At the same time, the passage reveals her recognition of the freedom and good fortune she enjoys in life at the court:

> When I make myself imagine what it is like to be one of those women who live at home, faithfully serving their husbands—women who have not a single exciting prospect in life, yet who believe that they are perfectly happy—I am filled with scorn. Often they are of quite good birth, yet have had no opportunity to find out what the world is like. I wish they could live for a while in our society, even if it should mean taking services as attendants, so that they might come to know the delights it has to offer.[5]

A more compassionate view of the peasant is expressed by Michizane, a poet and court official, who says of the peasants in his province: "The aged who cannot afford meat must be cared for and comforted. . . . The orphans who would otherwise starve and sleep without pillows must be aided."[6]

The writings of Murasaki Shikibu, who, like Sei Shonagon, was a lady of the Heian court, have become collected as *The Diary of Murasaki Shikibu*. Her descriptions of both the appearance and character of the people around her disclose much about the court's standards of feminine beauty and behavior. The following excerpts are vivid and perceptive portrayals of her fellow ladies-in-waiting, including Sei Shonagon. They are, at the same time, revealing reflections of the author herself.[7]

> Lady Dainagon is very small and refined, white, beautiful, and round, though in demeanor very lofty. Her hair is three inches longer than her height. She uses exquisitely carved hairpins. Her face is lovely, her manners delicate and charming.
>
> Lady Senji is also a little person, and haughty. Her hair is fine and glossy and one foot longer than the ordinary. She puts us to shame, her carriage is so noble. When she walks before us we feel so much in the shade that we are uncomfortable. Her mind and speech make us feel that a really noble person ought to be like her.
>
> If I go on describing ladies' manners I shall be called an old gossip, so I must refrain from talking about those around me. I will be silent about the questionable and imperfect.
>
> Lady Koshosho, all noble and charming. She is like a weeping willow tree at

---

[4] *The Pillow Book*, pp. 248–249.

[5] *The Pillow Book*, p. 20.

[6] *Fury of the Northmen: TimeFrame A.D. 800–1000*. Alexandria, Va.: Time-Life Books, 1988, p.113.

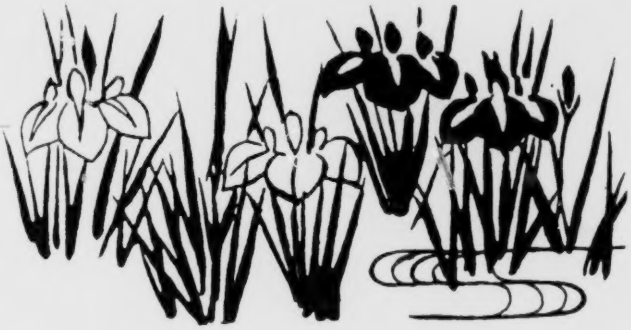
[7] All excerpts from *The Diary of Murasaki Shikibu* are taken from *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century*. Edited by Donald Keene. New York: Grove Press, 1960, pp. 149–153. Used by permission.

budding time. Her style is very elegant and we all envy her her manners. She is so shy and retiring that she seems to hide her heart even from herself. She is of childlike purity even to a painful degree—should there be a low-minded person who would treat her ill or slander her, her spirit would be overwhelmed and she would die. Such delicacy and helplessness make us anxious about her. . . .

Lady Kohyoe no Jo is also refined. These ladies cannot be looked down upon by court nobles. With every one some fault is to be found, but only those who are ever mindful to conceal it *even when alone*, can completely succeed. . . .

So much for their appearance and now for their dispositions. Here few can be selected, though each has some good points and few are entirely bad. It is very difficult to possess such qualities as prudence, wit, charm, right-mindedness, all at once. As to many ladies, the question is whether they excel most in charms of mind or person. It is hard to decide! Wicked, indeed, to write so much of others!

There is Lady Chujo who waits upon the Princess dedicated to the service of the kamo Shrine. I had heard of her and secretly managed to see her letters addressed to other persons. They were very beautifully written but with such an exalted opinion of herself; in the whole world she is the person of profoundest knowledge! None to compare with her, it seems she is thinking. . . . It may be reasonable, yet I have never seen, compared to ours, any good poems by the lady attendants of that Princess-Abbess. They seem to be living an idle poetic life, but if they were to compete with us, it is not necessarily certain they would be superior, though no one knows them well.



. . . Forward young ladies there can devote themselves to dress, making themselves inferior to none and pleasing to courtiers.

Lady Izumi Shikibu corresponds charmingly, but her behavior is improper indeed. She writes with grace and ease and with a flashing wit. There is fragrance even in her smallest words. Her poems are attractive, but they are only improvisations which drip from her mouth spontaneously. Every one of them has some interesting point, and she is acquainted with ancient literature also, but she is not like a true artist who is filled with the genuine spirit of poetry. Yet I think even she cannot presume to pass judgment on the poems of others. . . .

Lady Sei Shonagon. A very proud person. She values herself highly, and scatters her Chinese writings all about. Yet should we study her closely, we should find that she is still imperfect. She tries to be exceptional, but naturally persons of that sort give offense. She is piling up trouble for her future. One who is too richly gifted, who indulges too much in emotion, even when she ought to be reserved, and cannot turn aside from anything she is interested in, in spite of herself will lose self-control. How can such a vain and reckless person end her days happily?

While Murasaki Shikibu was able to observe the ladies of the court at close quarters, allowing her to dwell at length on their charms and talents, as well as their flaws, the peasants she would likely observe only from a distance. Thus, it is not surprising that they should appear to her "ghostly" and "unintelligible." Nevertheless, the following description evokes a haunting and powerful image of the Japanese peasants who lived in the shadows of the Heian court:

> The dawn was heralded by the raucous voices of peddlers crying their wares. The noises they made were entirely unintelligible. There seemed to be whole tribes of them. There was something ghostly about them as, seen against the gray morning sky, they struggled along with strange packages piled high upon their heads.

# *Growing Old Together:* A No Drama

Scholar Arthur Waley has noted that English translations of No drama can, at best, be little more than makeshifts. Conscientious adapters, however, strive to retain some sense of the beauty and grace of these ancient plays. Helpful information about authentic modes of presentation and staging, historic playwrights, and No "cycles" or programs appears in *The No Plays of Japan,* translated by Arthur Waley (see "Visual and Performing Arts Resources"). *Growing Old Together* is taken from Colin Clements's *Seven Plays of Old Japan,* now in the public domain.

## Growing Old Together

**Persons:**

Tomonari, *a priest*
An Old Man, *Spirit of the Sumiyoshi fir tree*
*(The back wall of the stage has pine trees painted on it.)*
An Old Woman, *Spirit of the Takasago fir tree*
Chorus

*Chorus—*

Now with the rising of the golden sun
Tomonari puts on his traveling garb
And ties the laces firm about himself;
His way is up a winding mountain path,
A journey of long days and many nights.

*Tomonari*

I am Tomonari, guardian of the shrine of Aso, in the province of Higo, in Kinshiu. Never having seen the great capital, I have made up my mind to journey there. I will also see the Bay of Takasago in Harima and the great woods near the mountains.

*(As he approaches the stage, the chorus speaks.)*

*Chorus—*

As waves that rise and fall along the shore,
As gentle winds of spring upon the leaves
He travels on and on toward Azuma;
How many days and nights have slipped away
Without a trace of him, we know not now.
At length he reaches Takasago
The greatly longed for Bay of Harima.

*(An old man and an old woman dressed in costumes of green and brown enter from either side.)*

The gentle wind of spring that softly kissed
The aged branches of Takasago
Has gone down with the sun;

And in its place are heard the silver notes
Of vesper bells, the silver-noted bells
From Onoge temple far.

*Old Woman—*

The waves are hidden from us now
By mist-enshrouded rocks.

*Old Man and Old Woman—*

And there is naught but the pulsing throb
To mark the rise of the restless sea.

*Old Man—*

Who can I take to be my lasting friend
Except the fir tree of Takasago
My ancient comrade? There is none with me
To converse of the by-gone days on which
Are gathering fast white snows of time,
And drowsy hours of all forgetfulness;
For I have grown old, accustomed now
To hear the voices of the wind and sea
When I arise or go to sleep here in
My nest of some old crane wherein
The night-long moon sheds silver rays of light
And spring sends down the sun-kissed drips of dew:
From all of them I learned to make my heart
A sole companion for my thoughts.

*Old Woman—*

Come let us sweep away the fir needles
That lie beneath the trees, sleeve touching sleeve,
Whereon rest fallen leaves shaken down by the
Shore-wind which softly kisses every branch.

*Tomonari (Mounting the stage)—*

I pray you, old people, allow me to ask you a question.

*Old Man (Bowing)—*

Is it I whom you address?

*Tomonari—*

Of you I would ask a question.

*Old Man—*

What is it you desire to know?

*Tomonari—*

Which is the tree that is called the fir tree of Takasago?

*Old Man—*

This very tree whose shade we are cleansing is the fir tree of Takasago.

*No mask.* Asian Art Museum of San Francisco, The Avery Brundage Collection (B60 S219). Reproduced by permission.

*Tomonari—*

The phrase "growing old together" is used of the Takasago and Sumiyoshi fir trees, but this place and Sumiyoshi are far apart. How, then, can they be called the fir trees which grow-old-together?

*Old Man—*

Here am I, an old man, my home is Suminoye in the province of Settsu, while this old woman is of this place . . . and we are growing-old-together, although we dwell apart.

*Tomonari—*

'Tis strange, I see you here together now
What mean you when you say, "We dwell apart,"
The one in distant sunny Suminoye,
The other here in Takasago
With hill and sea and province far between?

*Old Woman—*

Though rivers deep and mountains lie between,
The way of husband and his wife, whose hearts
Respond with mutual care, are not apart.

*Tomonari—*

You mean . . .

*Old Woman—*

There is Suminoye.

*Old Man—*

And here is Takasago.

*Chorus—*

The fir trees blend their hues,

*Old Man—*

And the spring air

*Old Woman—*

Is genial, while . . .

*Chorus—*

On the four seas
Still are the waves;
The world is at peace.

*Old Man—*

Soft blow the tide winds
Rustling not the branches.

*Chorus—*

In such an age
Blest are the very firs,
In that they meet
To grow old together.
Vain indeed
Are reverent upward looks;
Vain even are words to tell
Our thoughts that we were born
In such an age.
*(There is a soft sound of far-off bells.)*

*Old Man—*

I hear the sound of the bells at Onoye in Takasago.

*Chorus—*

The dawn is near
And soft mist falls
On the branches strong:
Forever green the leaves are left
Summer or winter makes no change,
Green . . . forever green the leaves are left.

*Old Man—*

Morning and evening
In cooling shade
The leaves are swept away.

*Old Woman—*
And yet they never fail.

*Chorus—*
For ages long
Their verdure still stays fresh
As the Masaka trailing vine.

*Old Man—*
Unchangeable the fir tree stands
An emblem to the end of time
Of love grown old and still forever new.

*Tomonari—*
I understand. Before I go away will you tell me your names?

*Old Man—*
We are the spirits of the fir trees of Takasago and Suminoye, manifested in the form of a married pair. *(He takes the old woman's hand.)* For we have grown-old-together.

*Tomonari—*
I have learned what love can mean.

*Chorus—*
Good it is to live
In the bond of love.

*Tomonari—*
Good people, I shall remember your lesson always . . . Goodbye.

*Old Man—*
Must you go?

*Tomonari—*
I go to teach
The lesson I have learned.
From Takasago I will set sail
On some small friendly skiff
And put forth with the tide which
Goes out with the moon.

*Old Man—*
Farewell.

*Tomonari—*
Farewell.
*(He goes out. The old man takes his wife by the hand and draws her to him.)*

*Chorus—*
The voice of a thousand autumns
Will draw down blessings on true love,
And the song of a thousand years
Will tell the story of these two;
The voice of the wind
As it blows through the trees
Will be the voice of these
Who have grown-old-together.

THE END

# *Geographic Background and Concepts: Japan*

In teaching this unit on Japan, teachers may develop several geographic themes and concepts, for Japan's geography has, in many ways, set the stage for the course of its history. Japan's configuration as an island nation, its rugged volcanic topography, its location, and its climate have had much to do with the events or processes that have informed its history.

Japan's location has been especially significant in its cultural history. As an island nation, some distance from the eastern coast of Asia, Japan was until the nineteenth century insulated from interaction with other nations and cultures. This lack of cultural movement helps to explain Japan's strong sense of cultural identity. While the Japanese have made cultural borrowings, they have been selective. They have adopted elements of writing, agricultural techniques, religious beliefs, and architecture from other parts of East Asia, yet much that is uniquely Japanese remains so, such as the spoken language and the Shinto religion. This process of selective adaptation can also be seen in modern Japan's selective borrowings of Western manufacturing techniques, electronic inventions, and recreational pastimes, such as baseball.

Much of the terrain of Japan's four large islands (Kyushu, Hokkaido, Honshu, and Shikoku) and its over 4,000 smaller islands is hilly or mountainous. Areas suitable for urban development make up only about 4 percent of the land. This rugged, volcanic topography also limits agricultural production in Japan to less than 15 percent of the land. Japan's dramatic mountains are the products of dormant and active volcanoes, the most famous of which is Mount Fuji, which is only one of 265 volcanic peaks.

Japan is also subject to considerable environmental risk from earthquakes, many of which have occurred throughout its history. The earthquakes are often accompanied by tsunamis, huge seismic ocean waves, and by devastating fires. (Refer to books such as Pearl Buck's *The Big Wave* for vivid accounts of these forces.) Japan is actually part of a much larger seismic system of shifting tectonic plates. This Pacific Ocean area of earthquake and volcanic activity is known as the Pacific Ring of Fire.

Japan's location also makes it a land of contrasting seasonal characteristics. The island chain stretches south from as far north as 24 degrees north latitude (if the northernmost islands also claimed by Russia are included). This distance is equivalent to the distance from the tip of Baja California to Salem, Oregon. On the west coast of North America, these latitudes range from a subtropical climate in the south to a Mediterranean/marine climate in the north, a relatively mild set of conditions. In Japan, however, winter conditions are quite severe because of westerly winds blowing in from Siberia. On the side of the islands bordering the Sea of Japan are some of the snowiest places in the world. Ocean currents and maritime air masses also contribute to the dramatically contrasting seasons and frequent storms Japan experiences. Subtropical storms (typhoons) from the Pacific Ocean sometimes cause extensive damage, and Pacific maritime tropical air creates hot, humid summers. These contrasts in Japan's seasons can be seen, beautifully expressed or illustrated, in Japanese art, poetry, and drama.

The following important geographic concepts relate to this unit:

*Environmental hazards*—Earth-quakes, volcanoes, tsunamis, fires, and floods are all environmental challenges faced by the Japanese. A discussion of environmental hazards affords the teacher an excellent opportunity to discuss the theme of interaction between humans and the environment.

*Population density*—Since living space on the islands of Japan is limited, population density is a relevant concept to explore in this unit. Students can compare rural and urban (or court) density patterns in early Japan with those of modern Japan, where over 80 percent of the population lives in sprawling urban centers.

*Resources*—Japan has a comparatively limited supply of natural resources. Students can compare the agrarian nature of feudal Japan with new technological developments in the modern era. Nuclear and hydroelectric power, for example, are major sources of energy in Japan today because petroleum and coal reserves are very limited.

*Geographic skills*—Students gain the skills necessary to analyze geographic information by compiling data; constructing maps and map overlays; and demonstrating an understanding of map scale, elevation, and cardinal directions. Activities are presented for this unit that require students to compare and contrast areal differences on earth, such as medieval Japan and Europe (see Unit VIII). The collaborative map project described in "Beginning the Topic" brings together the varied geographic concepts and skills presented in this unit. The completion of this ongoing project may serve as a culmination of the geographic learnings in the study of medieval Japan.

## Some Key Place Names

| *Physical features* | *Islands* | *Major cities* | *Other* |
|---|---|---|---|
| **Sea of Japan** | **Kyushu** | **Edo (Tokyo)** | **Korea** |
| **Mount Fuji** | **Shikoku** | **Osaka** | **China** |
| **East China Sea** | **Konshu** | **Heijo (Nara)** | **Sakhalin** |
| | **Hokkaido** | **Heian (Kyoto)** | **Kobe** |
| | **Okinawa** | | |

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## *Unit VIII*

# *Medieval Societies: Europe and Japan*

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(See page 66 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 24 class periods

| **Topics in Unit VIII:** | **Suggested Time:** |
|---|---|
| ■ Survey of the Byzantine Empire, including regional and settlement geography | 3 class periods |
| ■ Struggle and search for order in the medieval states<br>• Charlemagne and the Carolingian Empire<br>• Independent monarchies<br>• Rise of feudalism: reasons for its rise (including lordship, knighthood, and the peasant family)<br>• Role and power of the Roman Catholic Church as a political, social, and cultural force | 6 class periods |
| ■ Origins of representative government in the Middle Ages<br>• The Magna Carta and the principles derived from it<br>• Development of the English Parliament<br>• Summing up: key ideas, persons, and events | 5 class periods |
| ■ High Middle Ages<br>• Emergence of national identities and strong, central monarchies<br>• Towns and trades<br>• Political geography and the Crusades<br>• Crisis and decline, including the Black Death | 5 class periods |

- **■** Other topics for special examination — 5 class periods
  - Similarities and differences between European and Japanese feudal societies
  - Conflicts between Christians and Muslims in Spain; Jewish persecutions and expulsions
  - Lessons from the Spanish and Portuguese inquisitions

| **Sample Topic:** | **Suggested Time for the Topic:** |
|---|---|
| The Magna Carta and the principles derived from it | 3–4 class periods |

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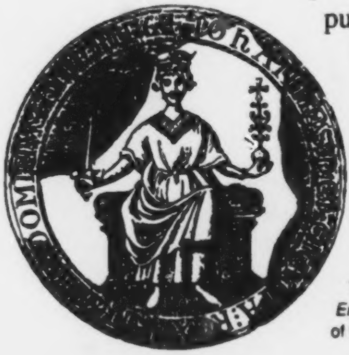
## Uses and Significance of the Topic

The study of the Middle Ages in Europe is pivotal to students' understanding of the evolution of democratic ideals and the abiding impact of those ideals today. British political and cultural traditions have played a central role in the development of the political purposes, institutions, literature, and mores of the United States. For example, the signing of the Magna Carta (or Magna Charta, or the Great Charter) by King John at Runnymede in 1215 was the first step in the gradual development of representative government.

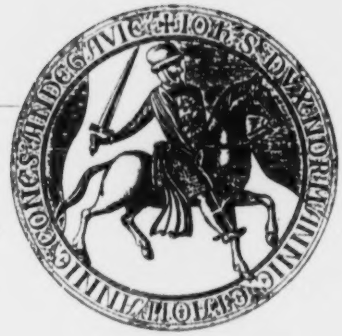


*The seal of King John, as King of England.* Reproduced by permission of the Bettmann Archive.

Teachers recognize the importance of periodically reevaluating their presentations of the Magna Carta, increasing their understanding of its background and significance, and developing strategies that better enable students to grasp its importance as an influential document in constitutional heritage. In the sample topic, students not only learn the story behind the development of the Magna Carta but also compare some of its tenets with those of the Declaration of Independence. They identify, in simple form, some of the key ideas that were implicit in the charter and became more fully developed in American documents. They seek out examples of how some of these ideas are interpreted today. The sample strategies culminate in the initiation of a chart activity that is coordinated with Unit X.

The Magna Carta is one of the most obvious examples of the extraction of liberties from the Crown by force, even though, as historian Forrest McDonald observes, "it is couched as a statement of custom and principle."[1] The barons' grievances were based, at least in part, on traditions established when William the Conqueror created his baronage after the Battle of Hastings in 1066. The extent of the Magna Carta's exact influence, however, is a matter of some disagreement among scholars. Historian Paul Gagnon explains why this is so but points out the reasons for the charter's significance:

> In itself, [the Magna Carta] guaranteed nothing. Nor did the Model Parliament of 1295 guarantee any sure evolution to a settled system of limited constitutional, representative—and ultimately democratic—central government. If it had been easy to sustain, representative government would have sprung out of every corner in feudal Europe. Everywhere power was dispersed, "magna cartas" were signed, royal power was limited, and numberless parliaments met. But in most other localities, kings worked themselves free of feudal restrictions. . . . The English experience proved to be unique in combining orderly central government with the freedom of representative institutions.[2]



*The seal of King John, as Duke of Normandy.* Reproduced by permission of the Bettmann Archive.

The geographic isolation of England is one factor that accounts for the unique success of the English experience in the evolution of democratic ideals and institutions. England's distance from mainland Europe and other parts of the world helped foster a particular sense of tradition and com

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[1] Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*. Lawrence, Kans.: University Press of Kansas, 1985, p. 37.

[2] Paul Gagnon, *Democracy's Untold Story: What World History Textbooks Neglect*. Washington, D.C.: American Federation of Teachers, 1987, pp. 66–67.

## Coordination with State-Adopted Textbook

**Chapter 10 of *Across the Centuries* (pages 256–279) introduces the era and includes a comparison of the feudal societies of Europe and Japan. Chapter 11 (pages 280–305) and lesson 1 of chapter 12 (pages 310–315) address other learnings described in the *History–Social Science Framework* for the study of the Middle Ages.**

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munity. This sense, joined with the wisdom gained from times of civil disorder and tempered by a cultural capacity for muddling through public difficulties, resulted in political ideas that were moderate yet innovative.

Among the Charter's innovations was the contracted allowance for a balance of power among different forces in English society—the king versus his knights and burgesses, for example. As a result, the Magna Carta proved to be a kind of efferent nerve from which the idea of representative government would proceed. "If the knights and burgesses were asked by the kings [as the charter required] to grant them money—well, those prosperous folk of the countryside and the towns must be summoned together so that the king's needs might be explained to them. In that sense, after some elapse of time, the Magna Carta did help to bring about the royal summoning of representatives of the commons—the beginnings of the House of Commons, the first powerful representative assembly."[3]

The durability of the balance of power may be seen in Edward I's writ of 1295, summoning the Model Parliament. This writ included the first formal employment of the word *representatives*. Its Latin phrase, *quod omnes tangit ab omnibus approbetur* (what concerns all, should be approved by all), was a principle stemming from Roman law.

By drawing on their sixth grade studies of Greece and Rome, students may relate medieval events to past learnings. From Greece came the early models of democracy, politics, philosophy, and leadership (e.g., through Aristotle and Solon). From Rome came examples of law, mixed government, republicanism, written constitutions, and the ideas of political philosophers such as Cicero. The ensuing diffusion of Judeo-Christian ideas regarding moral imperatives, amelioration, and the human condition provided another formative influence that students should recall from the sixth grade. The seeds of representative government that were sown in medieval England provided the next link in the development of modern democratic ideals. Therefore, this sample topic develops an essential theme for Unit VIII.

A knowledge of the feudal origins of constitutional government and such elemental ideas as rule of law, balance of power, and power of the purse lay the groundwork for studies of the eighteenth century in units IX and X. Together, these units provide a foundation for the eighth grade study of the intellectual and moral wellsprings of the United States.

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[3] Russell Kirk, *America's British Culture*. New Brunswick, N.J.: Transaction Publishers, Rutgers—The State University, 1993, p. 49.

# Presentation and Activities

## A

### Beginning the Topic

At the beginning of Unit VIII, the time-line activity introduced in Unit V (in "Beginning the Topic") may be modified to take on a more specific focus. Key persons, events, and ideas related to the evolution of democracy are written on the time line in a special color. This activity may be continued during units IX and X, so that the rise of democratic ideas becomes one of the unifying themes that is developed for the remainder of the year and is easily identified on students' time lines.

1. On the day before beginning the sample topic, teachers reserve a portion of the class period for an activity leading to a homework assignment that helps prepare students for the study of the Magna Carta.

   During this preparatory session, the teacher introduces the phrase *taking things for granted* and asks students what is meant by that expression. The phrase suggests that important things sometimes are overlooked. What are some things people frequently take for granted? During a brief discussion, students volunteer examples.

   Students are now asked to think of the liberties or freedoms that citizens of the United States enjoy. Which of these freedoms do you think people might take for granted? Why would people tend to overlook them? For homework, students are to develop responses to these two questions. As part of the assignment, they are to seek out someone older than they (someone whom they consider wise or experienced) and discuss the questions with those persons. They should write down those persons' ideas and add them to their journals. Students will use these notes later when they study some of the ideas derived from the Magna Carta.

   The teacher also may make a brief reading assignment that will provide background information on the Magna Carta, explaining that students should look for passages on one or two main points, such as rule of law, balance of power, or power of the purse. A handout outlining each of these assignments serves as a study guide.

2. The next day (the first of the three devoted to the topic), students share ideas, first with partners and then with the whole class. Just as we sometimes take certain liberties for granted, we often take for granted the laws and agreements that allow these liberties to continue. By focusing on the Magna Carta, students will focus on one historical document that has had a great deal to do with human freedom and representative government.

   The Magna Carta is one cornerstone of our democratic ideals related to justice, laws, and freedom from tyranny. Throughout history, people who have fought for liberty and justice against tyrannical rulers have found in it an example and a source of inspiration.

3. The teacher can introduce the story behind the Magna Carta's origination in several ways:

   - Reading aloud or telling a story of how the Magna Carta came to be (e.g., Appendix VIII-1 may be used, as written or abridged)
   - Recounting a "dramatic moment" (e.g., the meeting of the barons in a church, where they vowed to unite against King John if he refused them their rights; or an account of the meeting at Runnymede)
   - Using an excerpt from *Newscasts from the Past* (see "Resources for the Sample Topic") for part of the explanation
   - Displaying a color poster of King John's royal standard and a facsimile of the Magna Carta itself to provide an attractive point of departure for the introduction (see *Magna Carta*, an instructional unit from Jackdaw, listed in "Resources for the Sample Topic").

The arbitrary, grasping character of King John, the heavy-handedness of his monarchy, the grim resolve of the barons, and the sense of history in the making provide dramatic material for an effective presentation of the background information. The presentation leads immediately to the next activity.

4. What was the Magna Carta? Why did the barons find it necessary to draw up such a document? These questions form the basis of the next activity: examining excerpts from the Magna Carta, sharing impressions, and drawing conclusions.

   Each student receives a copy of selected articles from the Magna. Carta and the activities sheet provided in Appendix VIII-2. Students collaborate with partners or in groups of three to complete the activity. The language and vocabulary used in the Magna Carta can be challenging because the English language in 1215 was different from modern English. Teachers may assist students by reading excerpts aloud to the entire class; explaining the use of bracketed phrases that clarify archaic or unclear terms, such as *the royal we* in references to King John himself; and rewording selected questions.

   Students should try to reach well-reasoned conclusions on their own. The completed activity sheets, which the whole class reviews with the teacher, are kept by students for use later in this unit and in Unit X.

   If the activity sheets are not completed by the end of the period, students finish them independently for homework. The students should understand that the study of the Magna Carta continues the next day and that they will be building on the first day's learnings.

B

## Developing the Topic

1. The second day begins with a brief review of students' work and their understanding of the topic so far. Activities that follow strengthen students' comprehension of the king's power and the kind of tyranny the barons faced.

   Teachers write a statement on the chalkboard that epitomizes absolute, monarchical power:

   > A king was a man in a position where it was difficult (sometimes impossible) for anybody to stop him from doing whatever he wanted to do.[4]

   How is the truth of this statement reflected in the deeds John was inflicting on his countrymen or in the grievances addressed in the Magna Carta? Using an overhead projector, the teacher exhibits selected articles from the Magna Carta (see Figure VIII-1). Students may also receive handouts of the chart. Based on these excerpts, what were the English people having to endure under King John? For instance, the second and fourth paragraphs suggest that the king and/or his bailiffs had been guilty of what crimes? How might such disorder have made life intolerable for all classes of people, not just landowning barons? Which excerpts limit John's authority to levy fines and fees? Although important ideas regarding women's rights would not be reflected in laws until later, how might the lives of English women have been made better because of the Magna Carta? (If desired, students may meet in groups of three or four to discuss questions related to a specific article of the Magna Carta.)

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[4] Rebecca West, *The Court and the Castle*. London: Macmillan, 1958, page 35.

2. The teacher explains that many of the important ideas expressed in the founding documents of the United States, such as the Declaration of Independence and the Bill of Rights, originated in the agreements reached in the Magna Carta. To illustrate, the teacher introduces the term *rule of law*, explaining that the Magna Carta was based on the principle that there is a body of law that all must obey, even the king.

   The teacher then presents the chart in Figure VIII-2, "Some Ideas We Derive from the Magna Carta," either as an overhead projection or as a handout. Students study it to determine how the summary statements explain the ideas.

   This activity is intended to be an introductory one; students should not be expected to delve into all the ramifications of each idea. These concepts are further developed in courses for eighth, tenth, eleventh, and twelfth grades, as described in the *Framework*.

3. Each student now reviews his or her earlier paragraph about an important freedom often taken for granted. Does this freedom relate to any of the ideas derived from the Magna Carta? How? What happens to a nation when its people take this freedom for granted? Although the United States is not a monarchy, students should try to understand how the freedom they selected relates to the broader idea. For example,

*Figure VIII-1*

# Excerpts from the Magna Carta (1215)

- A freeman shall not be fined for a small offense, except in proportion to the gravity of the offense; and for a great offense he shall be fined in proportion to the magnitude of the offense, saving his freehold; and a merchant in the same way, saving his merchandise; and the villein shall be fined in the same way, saving his wainage, if he shall be at our [i.e., the king's] mercy; and none of the above fines shall be imposed except by the oaths of honest men of the neighborhood.
- No constable or other bailiff of ours [i.e., the king] shall take anyone's grain of other chattels without immediately paying for them in money, unless he is able to obtain a postponement at the good will of the seller.
- No constable shall require any knight to give money in place of his ward of a castle [i.e., standing guard] if he is willing to furnish that ward in his own person, or through another honest man if he himself is not able to do it for a reasonable cause; and if we shall lead or send him into the army he shall be free from ward in proportion to the amount of time which he had been in the army through us.
- No sheriff of bailiff of ours [i.e. the king] or any one else, shall take horses or wagons of any free man, for carrying purposes, except on the permission of that free man.
- No free man shall be taken, or imprisoned, or banished, or in any way injured, nor will we go upon him, nor send upon him, except by the legal judgement of his peers, or by the law of the land.
- Neither we nor our bailiffs will take the wood of another man for castles, or for anything else which we are doing, except by the permission of him to who the wood belongs.
- To no one will we sell, no one will we deny or delay, right to justice.
- No scutage or aid is to be levied in our realm except by the common counsel of our realm, unless it is for the ransom of our person, the knighting of our eldest son or the first marriage of our eldest daughter; and for these only a reasonable aid is to be levied. Aids from the city of London are to be treated likewise.

Source: *Readings in European History*, Vol. 1. Edited by James Harvey Robinson. Boston: Atheneum, 1904, pp. 236–237.

*Figure VIII-2*

# Some Ideas We Derive from the Magna Carta

The Magna Carta was the source of many of the important ideas embodied in founding documents of the United States, such as the Declaration of Independence and the Bill of Rights. Below is a list of seven of these democratic ideals, each followed by a short paraphrase of its source in the Magna Carta.

**Idea: Rule of law**
Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne.

**Idea: Balance of power**
Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power.

**Idea: Power of the purse**
The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals.

**Idea: Security of private property**
Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects.

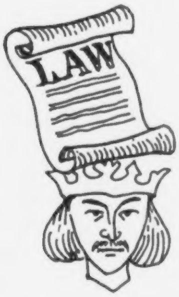
**Idea: Limited government**
There are limits to the powers of both the king and his barons. This idea relates to balance of power.

**Idea: Due process of law**
Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment.

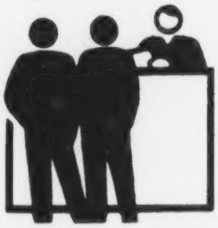
**Idea: Judgment by one's peers**
This idea is the seed of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers.

students who had written about voting now write a new paragraph on how voting relates to the idea of "balance of power." A student who had chosen freedom of speech might show how such a freedom prospers in an atmosphere of limited government. Teachers allot students some class time for completing these paragraphs, during which students confer with partners or other classmates and suggest ways to finalize their paragraphs.

4. For homework, students design symbols expressing the ideas about which they wrote. Some examples follow:



**Rule of law—** The king is not above the law.



**Due process of law—** Every citizen has the right to a fair trial

C

## Culminating the Topic

1. On the third day, students' picture-symbols are displayed along one wall of the classroom. The culminating activities are then begun.

   The Magna Carta had a direct influence on the founders of the United States. The British colonials had not only absorbed British ideas of justice stemming from the Magna Carta but had also studied William Blackstone's (1723–1780) discussion of the Magna Carta in his four-volume *Commentaries on the Laws of England.* This Oxford professor of law wrote that the doctrine of due process of law, for example, could be traced back to the Magna Carta. He found in the charter the expression of three absolute rights: life, liberty, and property. In their case against George III, colonists relied on Blackstone as an authority when they demanded legislative consent for taxes and the free, equal, and prompt administration of justice. Although Blackstone's *Commentaries* addressed much more than the Magna Carta, his work served as one vital conduit for the Magna Carta's influence on the founding documents of the United States.

The influence of the Magna Carta was also evident in several colonies or states. The document was the basis for Pennsylvania law, for example, and copies of it were displayed in colonial schools. Some years earlier, William Penn had written a commentary on the Magna Carta.

The teacher hands out copies of the Declaration of Independence to students, who also keep copies of the chart in Figure VIII-2 for reference. The teacher writes a question on the chalkboard, such as the following:

> Based upon what you have learned thus far, what similarities do you see between the ideas in the Magna Carta and those in the American Declaration of Independence? If King John's barons could have read the Declaration of Independence, what similarities to their own charter would they have recognized?

Students work in five or six groups to develop answers to the question, referring to handouts and transparencies used in "Developing the Topic." The teacher monitors students' work. After about 15 minutes, students write their ideas on chart paper, and a reporter from each group then shares them with the entire class. Responses are recorded on the chalkboard or on a chart.

To prompt students' discussions, teachers may ask guiding questions or point out some notable distinctions. For example, although both the Magna Carta and the Declaration of Independence address grievances against a king, the former is an ultimatum written by vassals for the king's signature; the latter, on the other hand, informed the king (George) of grievances, proclaimed the necessity for self-governance, and was signed by colonists. Unfair taxation, denial of trial by jury, and arbitrary abolition of important laws are three points echoed in the Declaration. (The text of the Declaration of Independence is commonly found in appendixes of U.S. history textbooks and in encyclopedias. Although the document may be new to some students, this activity can reinforce past learnings or introduce documents that students will be studying in depth in later grades.)

Students now combine their findings and transfer them onto one large wall chart. This is the first phase of an ongoing comparison of several historical documents that will be completed during Unit X. Figure VIII-3 provides an example of the charts's first phase.

2. Students compute the number of years between the signings of the Magna Carta (1215) and the Declaration of Independence (1776). What can be inferred about the evolution of democratic ideals from the number of intervening years? Based on what you know of human nature and ancient history, would you say that democratic institutions took shape without cost or pain to human life, without trial and error, without great struggle? What are some different ways in which the preservation of liberty is an ongoing struggle for each generation? This activity helps develop the idea that the Magna Carta is part of our heritage—one of the "greatgrandparents" of the Declaration of Independence and the U.S. Constitution.

The following quotation from Eva March Tappan's *England's Story* (Houghton Mifflin, 1911, page 88) may be used as a prompt for a reflective paragraph:

> Wicked man as John was, it was an excellent thing for England that he had been its king, for if a man only half as bad had stood in his place, the barons would not have been aroused to make him sign the Great Charter.

As a closing activity, students may enjoy hearing the legend of how King John lost his treasure in the wash. A diagram and recounting of the story are included in the primary source kit *Magna Carta*, produced by Jackdaw Publications (see "Resources for the Sample Topic").

## Activities for Other Topics

At the beginning of the Middle Ages, many barbarian kingdoms existed. These are shown on various maps, to which students should refer (see page 257 of *Across the Centuries*, for example). Modern Europe, however, divides and names this area quite differently. On an outline map of Europe, students label the

### *Figure VIII-3*

### Comparison of Two Historical Documents

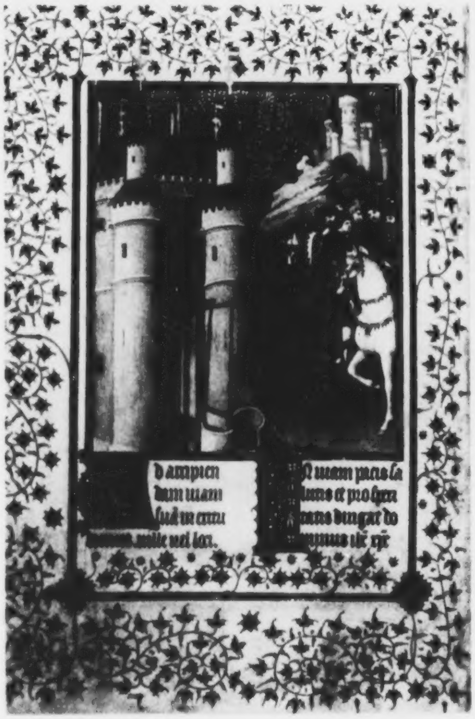
| *Principle* | *The Magna Carta (1215)* | | *American Declaration of Independence (1776)* | |
|---|---|---|---|---|
| Rule of law | Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne. | | King George III has broken the laws and refused rights of colonists; the people, therefore "throw off" his government of tyranny and reestablish rights under rule of law. | |
| Balance of power | Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power. | | The king has demanded that some of his subjects give up the right of representation in legislature. | |
| Power of the purse | The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals. | | The king has imposed taxes on colonists without their consent. | |
| Security of private property | Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects. | | The king has "plundered our seas, ravaged our coasts, burned our towns, destroyed the lives of our people." | |
| Limited government | There are limits to the powers of both the king and his barons. This idea relates to balance of power. | | Governments should protect the rights and liberties of citizens. The king has opposed citizens' rights and liberties. A new nation must be formed to protect them. | |
| Due process of law | Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment. | | The king has refused to agree to laws related to justice; he has made some judges dependent on his will. | |
| Judgment by one's peers | This idea is the "seed" of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers. | | The king has deprived many colonial citizens of the benefits of trial by jury. | |

present-day nations. Using different colors, they draw in the barbarian kingdoms. What changes or similarities among place names are evident? What might account for similarities or differences? Are there any contemporary descendants of these early kingdoms? Where did such terms as *Anglo-Saxon, French,* and *Austrian* originate? If preferred, teachers may present this activity as a brief comparison, using transparency maps showing the boundaries and nations of the two eras.

The Vikings used many sea routes to attack Charlemagne's European territories. After studying global wind and ocean currents, students consider how geographic conditions would have aided the Vikings in their voyages south along the coast of Europe and into the Mediterranean Sea. Student teams may research wind and ocean currents and chart these on a map showing Scandinavia and Europe. Are there any patterns in the geographic movements of the raids, winds, and currents?

During feudal times, geographic factors affected every aspect of daily life, perhaps even more so than they do today. To consider ways in which the seasons of the year affected the daily lives of peasants, students brainstorm the effects of a particular season on their own lives and on the world around them: changes in clothing, traditions, flowers, crops, sports, and so forth. Then, student partners quickly draw up lists of seasonal activities and changes medieval peasants might have experienced. Were the effects of seasonal changes more extreme than they are today? Why?

As part of the study, students should read portions of William Langland's *Piers the Plowman.* Short excerpts



*Jean de Berry on a journey.* From the *Belles Heures de Jean, duc de Berry* (tempera and gold leaf on parchment). Janequin Pol and Herman de Limbourg. France, ca. 1400–1416. The Cloisters Collection, 1954 (54.1.1).

appear on pages 262 and 266 of *Across the Centuries*; a longer portion of Langland's work may be found on pages 136–138 of *The Portable Medieval Reader* (see "General Resources"). Later in the unit, when students compare feudal Japan and Europe, *Piers the Plowman* makes an interesting counterpoint to "Dialogue on Poverty" (see Appendix VII-1 in this course model).

After studying some of the aspects of peasant family life (and recalling that environment affected every aspect of day-to-day life during feudal times), student partners collaborate to develop three questions based on their studies. (e.g., Why were animals kept inside the house? Where did thatch come from? What is a dowry chest?) They then use textbooks, dictionaries, and such books as Sarah Howarth's *Medieval Places* (see under her *Medieval People*) and Giovanni Caselli's *The Middle Ages* to find answers to their questions (see "General Resources"). In some cases, students will have to form reasonable conjectures in order to formulate questions. Students are given 10–12 minutes for this phase of the activity.

Next, student partners meet with another set of partners. Each team takes turns posing questions for the other team. If one pair cannot answer a question correctly, each partner takes notes when the answer is shared. Teachers should schedule five to six minutes for this phase.

As a whole class, partners share with their classmates some of the questions and answers they devised. After a few minutes of sharing, the teacher directs students' attentions to a climate map, either on a transparency or in a textbook. Using the legend, students decide how climatic factors affected the home lives of English peasants. What type of house would best meet the challenges of weather and climate? What materials were available, and where were they found? How did the weather affect construction techniques? Why did indoor lighting become important during winter seasons?

In *The Middle Ages*, Giovanni Caselli compares northern and southern European farming, livestock and implements, and yearly work schedules and provides an illustrated list of essential work (see pages 20–23). He discusses how daily life depended on livestock and woodland, how geography affected agriculture and daily life, and how country life differed from village life. Another useful resource is the videotape *The Luttrell Psalter: Everyday Life in Medieval England* (see "General Resources").

Students may write and illustrate "a-day-in-the-life" stories, each depicting the life of a peasant farmer, a peasant wife, or a peasant child. Pictures may be done in the manner of illuminated manuscripts, medieval texts whose margins were illustrated ("illuminated") with intricately detailed scenes or designs. Teachers may allow students to choose between writing stories and drawing detailed pictures. The creations can make attractive displays, or they may be compiled into a class book. Students may also revise and polish them for inclusion in their portfolios.

An important factor in the choice of a site for a castle was topography. As a lead-in to a discussion of castles, students are given the following homework assignment:

> Imagine you are a feudal nobleman and want to have a castle built. List all the topographical features you would look for in selecting a site for your castle. Explain why each of the features is important. What is important to include in the design of the castle? Keep in mind the purposes of a castle and the needs of those who will live there.

After a brief sharing during the next class period, the class discusses the purpose and general design of a castle. Osband and Andrew's *Castles: A Three-Dimensional Exploration* is a helpful resource (see "General Resources").

Working in small groups, students may create charts to demonstrate the interdependence that developed from the feudal economy of Europe in the Middle Ages. The sidebar of the chart lists the socioeconomic classes in this feudal society—the farmer/serf, the priest/clergy, the landowner/nobleman, the soldier/vassal, and the artisan/peasant. Column headings read "Has," "Needs," "From whom can it be gotten?" and "What will be given as a trade?" Teachers provide each student in the group with a "role card" naming one of the classes listed on the chart and listing the resources this class could contribute to the other classes in the society. For example, the nobleman has large amounts of land; the vassal can contribute military skills, horses, loyalty, and small amounts of land; those in the clergy have land, education, building skills, religious leadership, and loyalty; the serf has animals, farming skills, and farm products; and the artisan has tools and skills for making products such as armor, weapons, farm tools, and buildings. Because none of these social classes has everything it needs, they all depend on each other for survival. Each

group's chart is passed from student to student in round-robin fashion. Each student records on the chart the resources listed on his or her role card that contribute to people on the manor. In a second round-robin, students note what each class needs to survive. A third round-robin completes the column "From whom can it be gotten?" and in the final round, students discuss their exchanges and complete the final column, "What will be given as a trade." During this round, other economic concepts, such as supply and demand, scarcity, specialization, and exchange, can also be discussed. When the charts are completed, students share their responses orally and draw conclusions about the meaning and significance of interdependence in a feudal society.

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Our democratic heritage is highlighted when students study Henry II, who was responsible for a number of legal reforms in England. Students simulate the English trial by jury as it was under Henry II and compare and contrast it with other medieval legal practices. One useful resource for this activity is Unit 4, "Merry Old England: Picking the Best Process," in *Of Codes and Crowns: The Development of Law*, by Suter and Croddy (see "General Resources"). Using situations and simulating decisions that might have taken place or been made in England at the time, students compare and contrast trial by voting, trial by combat, trial by ordeal, trial by oath, and trial by judgment. The simulations and activities in this resource will need to be adapted to suit the students and the available time.

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Ira Peck and Elise Bauman's *The Age of Europe*, pages 56–61, offers a good introduction to Eleanor of Aquitaine that can be understood by most seventh graders (see "Resources for the Sample Topic"). The teacher explains that students will be writing letters about Eleanor of Aquitaine and, to prepare for the assignment, they will hear a reading about her life. The teacher then reads aloud from *The Age of Europe*, and students take notes on Eleanor's personality, interests, marriages, relatives, trips, activities, and achievements. Pictures and illustrations from Zoë Coralnik Kaplan's biography, *Eleanor of Aquitaine*, or passages from E. L. Konigsburg's novel *A Proud Taste for Scarlet and Miniver* (see "General Resources") support the reading.

Students write their letters as memoirs (e.g., "I Remember Eleanor"), assuming the roles of historical or semihistorical figures such as Louis the Fat, a lady-in-waiting, a citizen of

Constantinople, Bernart de Ventadour or another troubadour, a court jester, or a governess. In their letters, students should interpret incidents and information from the teacher's reading to convey a sense of Eleanor's character.

Students may refer to copies of the chapter from *The Age of Europe*, encyclopedias, biographies, and similar materials for further information. They may continue the research as homework as well as writing first drafts of their letters. The following day, students meet for 15 minutes in groups of two or three to critique each other's drafts. For homework that night, they prepare final drafts. The next day, they meet again in their groups and share their revised letters; the teacher collects and reviews them. The essays are placed in an "Eleanor Anthology" or in student portfolios and can serve as curriculum-embedded assessment tasks.

Scheduling for this activity should be coordinated so that it is introduced in history–social science class and completed as a language arts activity (peer critiques and drafts).

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The *Framework* recommends the development of medieval universities as a topic for study. Two primary sources found in *The Portable Medieval Reader* are helpful: "Statutes for a College," by Robert de Sorbonne (page 82), and "How the Student Should Behave," by John of Garland (page 85). Two strategies for using these writings are described below.

In the first strategy, students meet in teams of two or three. Roughly half the teams receive copies of the Sorbonne selection, and the other half receive copies of the John of Garland piece. Working as partners, students relate their assigned selections to the events that occurred during the time they were written. To whom were the pieces written, or for whom were they intended? Students then focus on such questions or topics as the following:

- Based on your reading, prepare a brief statement expressing what Sorbonne or Garland might say about the purpose of education.
- List character traits that the rules described by Sorbonne or Garland were intended to develop or encourage in medieval students.
- Compare the rules with those of your school; what similarities or differences do you see?
- What do the attitudes and ideals expressed by your school's faculty, administration, and policies reveal about the purpose of your education? How are these similar to or different from Sorbonne's ideas or Garland's?

- What were the educational opportunities for women of this time? Would they have been permitted to attend schools with which Sorbonne or Garland were associated? Why or why not?

While the teams report their responses and exchange ideas as a whole class, the teacher records remarks on the chalkboard or on chart paper. Would today's schools benefit from any of Sorbonne's or Garland's ideas? Why or why not? These questions prompt students' writing in their reflective journals. The suggested time for this activity is 20–30 minutes.

A second option is for the teacher to read the selections aloud, excerpted or in full, after which students meet in threes to discuss one or more of the questions suggested above. The sharing, recording, and journal writing conclude the activity. Teachers write the tasks or questions on the board beforehand, helping students to focus attention and organize information. For a more extensive activity for this topic, see Jo Ann A. Woodard's instructional unit, *Medieval Universities*, listed in the "General Resources."

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When students study the rise of strong, centralized monarchies during the late Middle Ages, they should consider such questions as the following, which can form the basis for small-group or whole-class discussions:

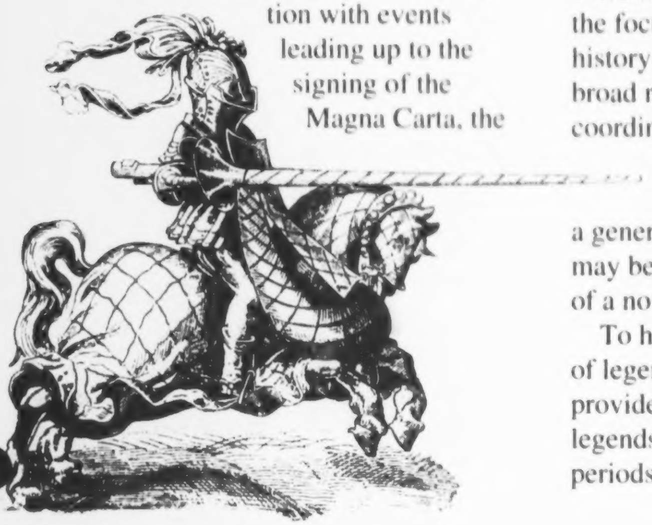
- Why would a strong, centralized monarchy mean greater freedom for some peasants?
- If you were a king or queen, what steps would you take to become a strong monarch?
- If you were a lord or bishop, how would you stop or check the monarch's power from growing?
- Was there any other form of government that could reduce the power of great nobles? Why would people in medieval times want a monarchy?

As a result of strong, centralized monarchies, nationalism developed—people began to think of themselves as part of a nation, not simply as part of a feudal manor—and both spoken and written languages began to be unified in some nations. France and England became the strongest monarchies in Latin Christendom. The publication of the King Arthur legends in England fueled feelings of strong national identity, in much the same way that the image of Joan of Arc would rally the French throughout their history.

# Extended and Correlated Activities

In conjunction with their historical studies, students should also become familiar with famous legends of the Middle Ages. The legends of such figures as Joan of Arc, King Arthur, Roland, and William Tell are well known through literature, drama, film, musical works, and paintings. The stories memorably reinforce historical eras and figures, and the romance of the legends appeals to many students in the middle grades.

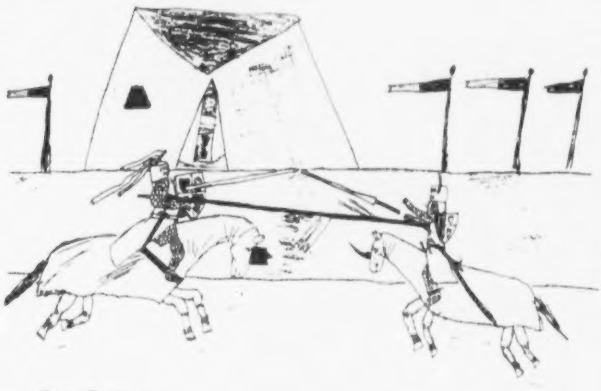
By hearing or reading legends in their historical contexts, students gain deeper understandings and impressions of the people and the times depicted. For example, if students become familiar with the story of King John and the abbot in conjunction with events leading up to the signing of the Magna Carta, the significance of John's character and attitudes is underscored. Through legends, students can also discuss the ways in which history and fiction often are intertwined. Certain details of the Joan of Arc legend, for instance, are accepted by historians as true; others are viewed as questionable. Since legends show human virtue as well as folly, students may reflect on the admirable and not-so-admirable traits of the protagonists.



Some legends may be read aloud by teachers purely for the students' enjoyment. Other legends should be studied to understand how they exemplify certain ideals, reveal human characteristics, or convey a particular time or place. Still others may be retold or dramatized by individual students or student groups. Such oral presentations can be suitable activities for a unit correlated with language arts. Whatever the focus or strategy, embedded in the history of the medieval period is a broad range of related legends. By coordinating readings in history–social science and language arts classes, teachers can introduce a generous sampling of legends, which may be used as core literature in place of a novel or other longer work.

To help teachers coordinate the use of legends with history, Figure VIII-4 provides a chronological chart that lists legends that relate to specific topics or periods. Because the Arthurian legends are believed to have grown out of the exploits of a sixth-century military figure, they have been included among the earliest tales. However, it was not until the twelfth and fourteenth centuries that the tales were more widely popularized, especially in Sir Thomas Mallory's *Morte d'Arthur* (ca. 1470), which was one of the first books printed in Britain and was reprinted several times during the following century. Teachers may prefer to introduce the Arthurian stories in connection with the emergence of national loyalties that developed during the later Middle Ages.

In addition to the books cited in the chart, some legends are available as picture books, of which *King Arthur and the Legends of Camelot*, retold by Molly Perham, and Terry Small's *The Legend of William Tell* are two examples (see "General Resources").



Bryce Taylor

Arts activities, such as those described in "Extending the Topic," may be similarly coordinated with chronological periods and topics.

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The works of Howard Pyle also correlate well with this unit. This nineteenth-century American author wrote such enduring works of fiction as *Otto of the Silver Hand*, a suspenseful and romantic, if somewhat dark, picture of the Middle Ages; *Men of Iron*, the story of young Myles Falworth, who vindicates his father from a false charge of treason during the days of England's Henry IV; the fanciful *Merry Adventures of Robin Hood*, which artfully blends into one story the diverse swatches and snatches of Robin Hood lore; and *The Story of King Arthur and His Knights*, which recounts the fabulous tales of Camelot. See the "General Resources" for a listing of works by Pyle.

As the *English–Language Arts Framework* suggests, a strong literature program introduces students to a variety of literary styles.[5] In every year of school, students should be introduced to at least one work of literature written in an older or noncontemporary style. Teachers can select a longer

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[5] See *English–Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 1987, pp. 7 and 17.

## *Figure VIII-4*

## Coordinating Legends with Medieval History

Nine topics are listed below that relate to European medieval history. After each is a parenthetical reference to the pages in *Across the Centuries* on which the topic is discussed. The sources for the legends (listed in resource sections for this unit) are abbreviated as follows:

*Age—The Age of Europe*, by Ira Peck and Elise Bauman *(Scholastic World History Program)*
*Across—Across the Centuries* (textbook)
*Firebringer—The Firebringer and Other Great Stories: Fifty-Five Legends That Live Forever*, retold by Louis Untermeyer
*Illustrated Treasury—An Illustrated Treasury of Myths and Legends*, by James Riordan and Brenda Ralph Lewis
*Great Stories—The World's Great Stories: Fifty-Five Legends That Live Forever*, retold by Louis Untermeyer

**Angles, Saxons, and Jutes** (*Across*, page 257)

"Beowulf: The Fight with Grendel," *Firebringer*, page 144
"King Arthur: The Shield and the Hammer," *Firebringer*, page 167
"King Arthur and the Round Table," *Illustrated Treasury*, page 126
"How Arthur Became King: The Sword in the Stone," *Great Stories*, page 162
"The Legend of King Arthur," *Age*, page 32
"Lancelot: The Lady of Shalott," *Firebringer*, page 172
"Galahad: The Holy Grail," *Firebringer*, page 177
"Beaumains: The Knightly Kitchen Boy," *Firebringer*, page 182

**Charlemagne** (*Across*, pages 258–259)

"Ogier the Dane: How He Saved Charlemagne's Life," *Great Stories*, page 153
"The Story of Roland," *Across*, page 250
"Roland and Oliver: No Greater Love," *Great Stories*, page 157
"The Death of Roland," *Illustrated Treasury*, page 90

**Alfred the Great** (*Across*, page 260)

"Alfred the Great: The King, the Cakes, and the Beggar," *Great Stories*, page 167

*Figure VIII-4 (Continued)*

**Towns and Trades** (*Across*, page 269)

"The Pied Piper of Hamelin: The Broken Bargain," *Great Stories*, page 223

**The Crusades** (*Across*, pages 295–302)

"Richard Lionheart: Saved by a Song," *Great Stories*, page 175
"Robin Hood and His Merry Men," *Great Stories*, page 180
"Robin Hood Meets Little John and Friar Tuck," *Illustrated Treasury*, page 130

**The Magna Carta** (*Across*, page 270)

"King John and the Abbot: The Three Questions," *Great Stories*, page 191
"King John and the Magna Carta: What Happened at Runnymede," *Great Stories*, page 195

**The Hundred Years' War** (*Across*, pages 312–313)

"Joan of Arc: The Warrior Maid," *Great Stories*, page 193

**Italian Trade** (*Across*, page 314; also page 365)

"Marco Polo: The Incredible Traveller," *Great Stories*, page 218

**Europe at the End of the Middle Ages** (*Across*, pages 310–315)

"Dick Whittington: Who Owed Everything to a Cat," *Great Stories*, page 202
"William Tell: The Archer and the Apple," *Great Stories*, page 227
"William Tell," *Illustrated Treasury*, page 98
"For Want of a Nail: The Downfall of Richard III," *Great Stories*, page 211

*Detail, playing card* (pasteboard with pen and ink, tempera, and applied gold and silver). Burgundian territories, ca. 1475. The Cloisters Collection, 1983 (515.42).

work, such as a novel, or a group of shorter works, such as poems and stories. Reading works written before 1920 helps students prepare for high school studies of important pre–twentieth-century authors, such as William Shakespeare, Jane Austen, and Charles Dickens.

One good way for teachers to introduce a book written in a style that is unfamiliar to students is to read aloud from it. When students become attuned to the rhythm and patterns of the language of a particular style, teachers may vary reading assignments to include reading aloud, study-group reading, whole-group reading, and independent reading.

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Using "The Wife of Bath" from Barbara Cohen's version of Chaucer's *Canterbury Tales*, or Selina Hastings's retelling of *Sir Gawain and the Loathly Lady*, or Naomi Lewis's *Proud Knight, Fair Lady: The Twelve Lais of Marie de France* (see "General Resources"), students discuss changes regarding what has been most important to women since the time of Chaucer. Are codes of chivalry as significant today as they were during the time of Chaucer and Eleanor of Aquitaine? Why or why not?

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During the comparison of medieval Europe and Japan, Japanese haiku and *The Tales of the Heike* may be contrasted with European epics such as *Beowulf.* (Resources for haiku are suggested in Unit VII's resource lists.) For *Beowulf* studies, teachers are referred to "Beowulf: Foe Against Foe," by Duane Damon, in *Calliope: World History for Young People,* Vol. I (January/February 1991). Two other resources, both listed in the "General Resources," are Robert Nye's adaptation, *Beowulf: A New Telling,* and a picture book version, titled *Beowulf,* by Kevin Crossley-Holland. A retelling by Louis Untermeyer is cited in Figure VIII-4 and is also listed in "Resources for the Sample Topic" (see *The Firebringer and Other Great Stories*). A recording of *Beowulf* in Old English is listed in the "Visual and Performing Arts Resources."

Comparing *Beowulf* with the *Tales of the Heike* (see McAlpine's *Japanese Tales and Legends,* listed in Unit VII), rather than with the more refined haiku poetry, is perhaps more appropriate and useful to students. This comparison is especially appropriate for correlation with English–language arts.

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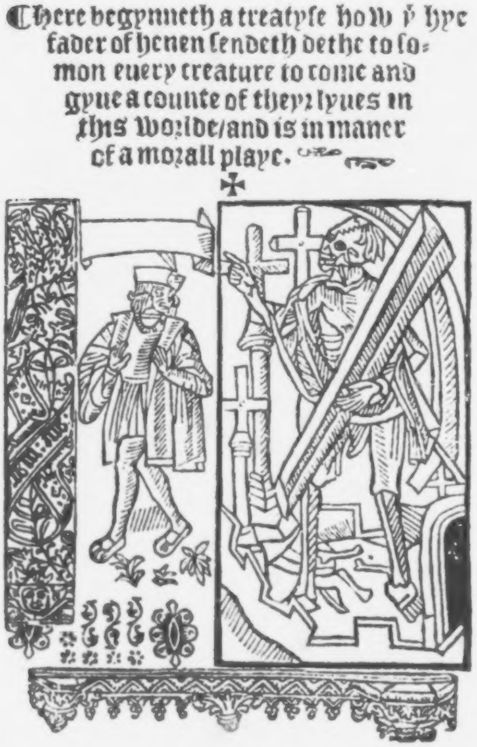
An interesting topic for correlation with drama/theater is the medieval mystery play, which combined folk custom, folk drama, secular festivals, and Catholic teachings. As the mystery play evolved, it became a series of short dramatizations, performed consecutively, of biblical stories that might include, for example, the Birth of Jesus; the Adoration of the Shepherds; the Wise Men; Herod and the Slaughter of Innocents; and the Flight into Egypt. The plays often were presented within a cathedral, with settings suggested or presumed.



¶ Here begynneth a treatyſe how yͤ hye
fader of heuen ſendeth dethe to ſo=
mon euery creature to come and
gyue a counte of theyr lyues in
this worlde/and is in maner
of a morall playe.

This woodcut is from an edition of *Everyman*, by John Skot, published around 1530. "Everyman," left, heeds the words of "Death," who carries a coffin. The Christian cross can be seen in the background. From *English Miracle Plays, Moralities, and Interludes*. Edited by Alfred W. Pollard. London: Oxford at Clarendon Press, 1890.

Miracle plays, which developed somewhat later, dramatized the lives of saints, especially the miracles they performed. For these presentations, simple stages were erected outside a church, or stations were arranged on the church porch. Clergymen served as actors. In later periods, scenes sometimes were built on wagons that passed through the streets, or they were placed in different areas of the parish neighborhood for audiences that circulated on foot.

Late in the Middle Ages, guilds and towns began to assume more control over the production of these plays. In England, a third form of drama developed, called the morality play, which emphasized spiritual admonition through allegory. The characters in a morality play are personifications of abstract ideas, conditions, virtues, or vices (e.g., Fellowship, Good Deeds, and Death), and the central theme is usually the struggle between good and evil in the human soul. The classic drama *Everyman* is a favorite example of the morality play, one that is still performed today. Today's audiences might regard this comparatively brief play as a slightly long one-act play. The "Visual and Performing Arts Resources" cites a theatrical version of the play, another example of the many rich opportunities for the correlation of medieval history with language arts or drama/theater classes.

Noteworthy musical developments of this era include the plainsong, or Gregorian chant, the songs of the jongleurs or minstrels, the ballads of the troubadours or trouvères, and caroles. A few minutes of some class periods may be devoted to hearing representative examples of these forms, which may pique students' interest in the medieval period. A study of medieval music forms can also be correlated with music classes or assigned as independent projects.

*A History of Western Music*, by Donald Jay Grout, is recommended to teachers as a source for background information. To introduce the plainsong, teachers may include the role of Pope Gregory I (who helped to unify diverse musical traditions of the Church), liturgical texts, and modes or scales. Secular music could include examples of the minstrels' *chansons de geste* (narrative songs, one of which recounts the legend of Roland and Charlemagne) and the songs by the performer-composer troubadours. Bernart de Ventadour (sometimes spelled Ventadorn), a troubadour of the twelfth century, figured notably in the court of Eleanor of Aquitaine, and several of his songs are performed today. Tales of knights' attempts at courtship, often rebuffed, were recounted in the *pastourelle*, or rustic ballad. When Adam de la Halle adapted a pastourelle for dramatic presentation before a noble audience, the *Jeu de Robin et de Marion* (ca. 1284) was the result—a short musical play, complete with characters, dialogue, songs, and dances.

The *carole*, a dance song from the Provençe region of France, was a popular means of *maying* (welcoming spring). Carried throughout Europe by traveling troubadours who recognized their simple charm, caroles came to be sung and danced at fairs during other seasons of the year as well. Eventually, performances of *caroles* were limited to celebrations of saints' days, Easter, and Christmas. Thus, from the medieval *carole* comes the present-day tradition of Christmas carols and caroling parties. Interested students may research carols of the Middle Ages that are still performed today (see *The Oxford Book of Carols*, listed in the "Visual and Performing Arts Resources").

*Songs of Chivalry, Music of the Crusades*, and other useful recordings are also cited in the "Visual and Performing Arts Resources." Books on music, cited throughout this publication, may be used by students to research instruments used during the

Middle Ages, such as the bagpipe, lute, rebec, flute, psaltery, fidele, organ, and dulcimer.

Researching and comparing two styles of art that originated in the same time period is a good way for students to understand the geographic concept of *cultural differentiation*. Students create exhibits with examples of both Islamic and early medieval European art and architecture. This project will require students to draw from learnings in Unit III and to research two artistic styles that emerged simultaneously. As students research the two styles, as they were expressed in art and architecture, they note similarities and differences in such characteristics as:

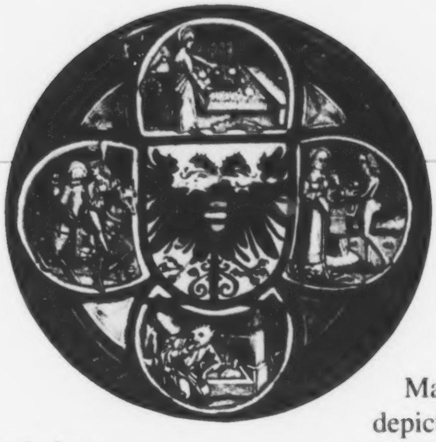
- Elements

| | |
|---|---|
| line | texture |
| form | color |
| shape | value |

- Patterns and motifs
- Content (e.g., presence of people, landscape, religious figures, daily life)
- Function
    - to teach
    - to record events
    - to decorate
    - to enjoy as art for its own sake
    - to symbolize
- Materials
- Architectural features

The exhibits should be designed to engage the viewer in considering these aspects of art and architecture. In addition to library resources, such magazines as *Aramco World* are good sources for illustrations or photographs to display. (For back issues of *Aramco World*, write to the magazine at P.O. Box 3725, Escondido, CA 92025-0925.) In schools with art departments, the visual arts instructor should assist the classroom teacher in planning and initiating this activity.

When Roman Catholicism became a state religion and structures were needed for large numbers of worshippers, church architecture flourished. Early Christian architecture was modeled on the Roman style. Later, Charlemagne instituted a standard design for monasteries adapted from the Byzantine style. The much later Romanesque style, as its name implies, incorporated Roman-like arches for doors and windows. The Gothic period brought huge cathedrals, open to light and soaring upward, with pointed arches and flying buttresses. A group of students may research the architecture of the medieval period, making sketches of the various styles and considering such questions as the following:



*Roundel with genre scenes and the arms of Austria* (glass, stained and painted). Nuremburg, Germany, ca. 1480–1490. The Cloisters Collection, 1911 (11.120.2).

- Why did castles become unpopular and huge churches popular during this time period?
- What role did stained glass play in the construction of Gothic cathedrals?
- How did the use of the design elements in architecture change over this time period?
- How did the use of pointed arches and flying buttresses contribute to the social function and expressive quality of Gothic cathedrals?

David Macaulay's book *Cathedral* and *The Cathedral Builders*, by Marie-Pierre Perdrizet and Eddy Krähenbühl, are helpful resources for students (see "General Resources").

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The stained-glass window, which is considered one of the greatest medieval art forms, takes its name from the process by which minerals are added to glass while it is still in a molten state to produce rich colors. In medieval windows, designs incorporated small pieces of stained glass joined together with lead strips and reinforced with iron bars, which were also worked into the total design of the window. Stories about the lives of Christ, the Virgin Mary, and the saints were depicted in the windows as a way of instructing the congregation. (Compare the windows to the codexes used by the Aztecs, discussed in Unit V.) Stained-glass windows started to appear in cathedrals when Gothic architects began using flying buttresses. Since the buttresses took some of the roof weight away from the walls, solving the problem of how to support their great height, they also made it possible for large areas of walls to be opened up to stained-glass windows. Students may explore the use of stained glass in Gothic cathedrals like those at Chartres and Reims (France) or León (Spain).

Stained-glass art continues to be a popular medium for artists as well as hobbyists. Students may observe the process of staining glass through demonstrations of an art teacher or docent or by visiting a stained-glass studio in the community. Students may also compare pictures of windows in Gothic cathedrals with stained-glass windows found in buildings or homes in their own communities, noting differences in subjects, sizes, divisions of space, colors, shapes, details, and the techniques used. Do the modern buildings have actual stained glass or "imitation" stained glass?

Using slides and books listed in the "Visual and Performing Arts Resources," students discuss the images or stories they see in stained-glass windows, the colors used, and the way the windows are constructed. Students can also consider the influence of stained-glass windows on manuscript illuminations during the thirteenth and fourteenth centuries. For example, the illustrations often were placed in a painted architectural framework similar to the frames used for stained-glass windows; figures were outlined in black, recalling the lead strips used to join the glass; and rich colors, like those of stained glass, were used. These influences can be seen in manuscripts such as *Queen Mary's Psalter* (1553). Depicting scenes of their choice, students may try to show the influence of stained-glass windows on the art of illumination.

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In the later years of the Gothic period, Italian painters experimented with representing three-dimensional space. In fact, the Florentine Giotto di Bondone (ca. 1276–1337) is considered the originator of Western painting because of the realistic visual perspective in his works and their depictions of weight and physical substance. Students may compare the depth in his fresco paintings (especially *The Flight into Egypt*) with the flatness of manuscript illuminations and the Byzantine style. In addition, the facial expressions and gestures of the figures in his works reveal feelings and emotions—unlike figures in earlier works. Giotto's ability to observe life and to render it in painting was a breakthrough in art. Students may work with their art teachers to learn techniques for depicting space and form, such as overlapping, shading, establishing foreground and background, rendering atmospheric space, and creating one- and two-point perspective.

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In studying the invasion of France by Henry V, students learn about strong monarchies, the Hundred Years' War, and military technology (see *Across the Centuries*, pages 312–313). This topic also underscores key learnings emphasized in the *Framework*: the political power of the Church, loyalty of subjects to a monarch, military leadership, codes of honor, self-discipline, and fearlessness in battle. The English victory initiated the occupation of France, which set the stage for the martyrdom of Joan of Arc some years later.

Laurence Olivier's film version of Shakespeare's *Henry V* contains about 15 minutes of footage depicting the battle at Agincourt that will help students to understand the nature of warfare in a feudal society. Viewing should begin at the point in the film when the suited soldier is hoisted onto his horse and should conclude with the characters' grief over the death of the luggage boys. Before viewing the segment, students should be given a list of details (see the examples below) they should watch for; these are discussed after the viewing. (The Olivier version of the play is recommended because later film versions do not fully depict all these details.)

- Suits of steel sheet, weighing about 70 pounds (31.5 kilograms), worn by mounted soldiers. These are different from suits of mail worn earlier in the Middle Ages. If soldiers were knocked off their horses and landed on their backs, it was virtually impossible for them to rise and remount, making their deaths nearly certain.
- Musicians, who provide ceremony, pageantry, and signals.
- English fighters who drive sharpened stakes into the ground in order to impale French horses.
- The muddy field that helped bring about the defeat of the French.
- The duties of heralds. These officials are said to have actually voted to determine the winning sides in some disputed battles during the Middle Ages.
- Beautiful battle garments for both men and horses.
- Contrasts between English and French forces: English forces are made up mostly of archers and dismounted men-at-arms; French forces far outnumber the English and have the greatest horse and lance power.
- Bodkin-point arrows used by the English, capable of piercing steel only from certain distances and angles, but intimidating when shot in a volley.
- English use of ambushers.
- The blatant disregard of the chivalric code by the French, as seen in the killing of the luggage boys and burning of the luggage tents.

As a part of the discussion, students should also consider how geographic factors helped determine the outcome of the battle.

Although teachers will need to provide students with some background information regarding Henry V's invasion, the viewing and discussion of the film excerpt take less than one class period. Teachers will find John Keegan's *The Face of Battle* a valuable resource for background information (see "General Resources"). *Henry V for Young People* can also be studied in language arts classes and in drama/theater classes. Teachers interested in having students act out scenes from this famous play are referred to *Henry V* in the *SHAKESPEARE FOR YOUNG PEOPLE* series, edited by Diane Davidson, described in the "Visual and Performing Arts Resources" for this unit.

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

### Resources for the Sample Topic

Alderman, Clifford Lindsey. *That Men Shall Be Free: The Story of the Magna Carta*. New York: Julian Messner, 1964. This useful resource for students presents the story of King John's fateful challenge to the church, the pope's retaliation, the revolt of the noblemen, John's vengeance, and the drafting and signing of the Magna Carta, the document that represents the beginning of the rule of law in England. It is out of print but available in libraries.

Ashley, Maurice. *Dawn of a New Era*. New York: Newsweek Books, 1974. This is a well-illustrated collection of essays on topics that are pertinent to the Middle Ages. The essays, related to China, Russia, Ottoman Turkey, and Western Europe, include such topics as Saint Francis, Genghis Khan, the Magna Carta, Saint Thomas Aquinas, the Black Death, and Marco Polo. Consult local libraries for copies.

Briquebec, John. *The Middle Ages: Barbarian Invasions, Empires Around the World and Medieval Europe*. *HISTORICAL ATLAS* series. New York: Warwick Press, 1990. This student resource is attractive, interesting, and well illustrated. In addition to learning about events in medieval Europe, students learn about concurrent events in other parts of the world. Students enjoy having in-class access to books such as these.

*Calliope: World History for Young People* (March/April), 1992. Virtually all the articles in this issue of *Calliope* can supplement textbook readings or serve as research resources for seventh graders. Articles relating to this unit center on figures of French history such as Joan of Arc, Charlemagne, Clotild, and Roland, subject of the famous epic T*he Song of Roland*. (The article on Clovis is also useful for the study of Unit II.) The writing is engaging throughout, and the articles may be used a variety of ways. See also Karen Hong's article on Marco Polo in the September/October, 1990 issue. Telephone (603) 924-7209 for information regarding the ordering of back issues.

*Corbishley, Mike. *Cultural Atlas for Young People: The Middle Ages*. New York: Facts on File, 1990. With many color reproductions of medieval artworks, this atlas, written for young people, depicts European civilization from the decline of Rome to the beginning of the sixteenth century.

*Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective* (1990). The World History Project, University of Illinois at Chicago, Box 4348, Chicago, IL 60680. This teachers' resource, with 21 excerpts from primary sources, includes the useful lesson on the Magna Carta that appears in adapted form in Appendix VIII-2. The teaching ideas are practical, and the accompanying handouts are designed for students. For purchasing information, telephone (312) 996-3141.

*The Firebringer and Other Great Stories: Fifty-Five Legends That Live Forever.* Retold by Louis Untermeyer. New York: Evans, 1968. This is a collection of the great myths and legends from the Western traditions. See also *The World's Great Stories: Fifty-Five Legends That Live Forever* (Evans, 1987) by the same reteller. Both are usable in more than one unit in grade seven.

*Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect.* EDUCATION FOR DEMOCRACY project. Washington, D.C.: American Federation of Teachers, 1987. The broad scope of world history topics can be challenging to teachers. The discussions in chapters 8–11 of this handy book help seventh grade teachers better prioritize topics so that students acquire the most important learnings. It is strongly recommended as background reading and as a companion book for teachers.

Holt, J. C. *Magna Carta.* Cambridge, U.K.: Cambridge University Press, 1965. This is a fresh, scholarly study by an author who does not assume that readers possess a specialized knowledge of his topic. Teachers who seek out this book in libraries will find it enjoyable background reading.

Kirk, Russell. *America's British Culture.* New Brunswick, N.J.: Transaction Publishers (Rutgers—The State University), 1993. The third and fourth chapters of this elegantly written book summarize the legacy of law and representative government that the United States inherited from Great Britain. These chapters are recommended as background reading for seventh grade teachers who want to better understand the developments that originated in the period from the Middle Ages through the Enlightenment. See also this author's *The Roots of American Order*, listed in the "General Resources."

McEvedy, Colin. *The Penguin Atlas of Medieval History.* New York: Penguin, 1986. Seventh grade students and their teachers will find this historical atlas a trove of information that is suitable for this unit.

***Magna Carta.* Primary Source Documents Instructional Kit. Edited by John Langdon-Davies. Amawalk, N.Y.: Jackdaw Publications, n.d. King John's concession to indignant nobles resulted in a document of major import and implications. The Magna Carta is a foundation stone for our ideas of justice and rule of law. Nine facsimiles of sections of the document, six essays, "Think for Yourself" questions, and teaching suggestions are included in this kit. Teachers will need to select appropriate materials from the kit for use with seventh graders. Order from the publisher at P.O. Box 503, Amawalk, NY 10501, (914) 962-6911, or from social studies supply houses.

*The Magna Carta.* Videocassette. Princeton, N.J.: Films for Humanities and Sciences, n.d. This 22-minute, color videotape presents a complete explanation of events leading up to the Magna Carta but is aimed at readers who are slightly older than seventh graders. The videotape is more successful in debunking myths than in clarifying the extent of the charter's impact and importance. Excerpts are possible for use in seventh grade.

**Newscasts from the Past.* This series of short videotapes replicates an evening news format, showing events around the globe on a given day during the Middle Ages or the Renaissance. Videotapes that are relevant to Unit VIII are those for July 22, 1148, with an anchor story about the second Crusade; June 15, 1215, featuring the Magna Carta; September 19, 1356, with coverage of the Hundred Years' War; and May 30, 1431, with reports about Joan of Arc's special messages and a lawsuit brought against Gutenberg. Excerpts should be shown on different days to correspond with the topic being studied. The series is available from social studies supply houses.

Peck, Ira, and Elise Bauman. *The Age of Europe. Scholastic World History Program.* New York: Scholastic, 1987. This student textbook conveys content in a variety of interesting formats. Selections related to this unit include "Eleanor of Aquitaine"; "Legend of King Arthur"; "Life on a Manor"; chapters on Saint Benedict, Saint Francis, and Charlemagne; and other topics. In one chapter the authors describe the migration of the peasantry to urban areas and the problems that resulted. The book is highly recommended as a supplementary text for seventh grade.

## General Resources

Abercrombie, Thomas J. "When the Moors Ruled Spain," National Geographic (July, 1988), pp. 86–119. The 800-year control of Spain by the Moors left an indelible mark on Spanish culture. This article and extensive photographs show how that heritage still enriches the country.

Aliki. *A Medieval Feast.* New York: Harper and Row, 1986. Although this book is intended for somewhat younger readers, it engages students with its discussion and illustrations of the differences between the daily lives of nobles and peasants. It can also serve as a source of information on medieval banquets.

*The Black Death.* Portfolio of primary source documents. Amawalk, N.Y.: Jackdaw Publications, n.d. When the bubonic plague swept across Europe in the fourteenth century, it wiped out almost half the population. This portfolio contains ten compelling facsimiles or reproductions of key primary sources related to that catastrophe. Questions, notes, broadsheets, and a reading list complete the kit. Order from Jackdaw, P.O. Box 503, Amawalk, NY 10501, (914) 962-6911, or from social studies supply houses.

Brooks, Polly Schoyer. *Queen Eleanor, Independent Spirit of the Medieval*

*World: A Biography of Eleanor of Aquitaine*. New York: Lippincott, 1983. Concentrating on the reigns of Eleanor as queen of France, then England, this book for young people presents a well-told biography of one of world history's most famous monarchs. Out of print, the book merits republication.

*Browning, Robert. *The Pied Piper of Hamelin*. Various editions and dates. Browning's poetic retelling of the famous legend is found in editions of the poet's works and in picture-book versions as well. Among the latter, Barbara Bartos-Hoppner (Lippincott, 1987) and Sara and Stephen Corrin (Harcourt Brace, 1989) have provided noteworthy versions. Over the years, the legend has received distinguished dramatizations, sometimes with a happy ending substituted for the original (e.g., *The Piper*, by Josephine Preston Peabody). Browning's poem is suggested as core literature for correlation with language arts classes. See also the Browning entry in the "Visual and Performing Arts Resources."

Bulfinch, Thomas. *Bulfinch's Mythology*. New York: New American Library (Mentor paperback), 1962. Regularly reissued, this three-volume paperback series remains a standard reference for Western myths and legends in English. Volumes 2 and 3 are currently issued under one cover, T*he Age of Chivalry and Legends of Charlemagne*. Although his books are somewhat dated, Bulfinch remains a respected translator and folklorist. His introductory essays contain background information that is helpful for teachers.

**Caselli, Giovanni. *The Middle Ages*. *History of Everyday Things* series. New York: Bedrick, 1986. This title and its companion, The Ro*man Empire and the Dark Ages*, are densely illustrated and tersely written books that students enjoy when researching reports or reading for pleasure. Spanish versions are published by Generales Anaya (Colección la Vida en el Pasado), Madrid, and are imported by California distributors. Caselli's *A Medieval Monk* (one of Bedrick's *Everyday Life of* series) is useful as well. Dale Rettinger and Associates, (415) 285-1175, distributes various Bedrick series in California.

**Castletowns: An Introduction to Tokugawa, Japan*. Stanford Program on International and Cross-Cultural Education (SPICE). With slides and supporting material, this teaching unit takes students through a historical examination of Japanese castles and the towns that grew up around them. This unit is particularly useful in comparing European feudalism to that of Japan, a study recommended in the *Framework*. Available from SPICE, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013.

*Chaucer, Geoffrey. *Canterbury Tales*. Translated by Barbara Cohen. New York: Lothrop, Lee and Shepard, 1988. This is a beautifully illustrated retelling of the tales of medieval pilgrims who travel from London to Canterbury to visit the shrine of Saint Thomas of England. The tales are well known for their humorous and occasionally ribald depictions of peasant life. See also the version edited by A. Kent Hieatt and Constance Hieatt (Bantam, 1964), which presents the Middle English and the contemporary translation on facing pages.

Clifford, Alan. *The Middle Ages. Greenhaven World History Program.* St. Paul, Minn.: Greenhaven Press, 1980. This student booklet presents an overview of society during the Middle Ages. It also includes several selections from primary sources.

*Coleccion *Historias Jovenes.* Edited by Alain Plessis. León, Spain: Editorial Everest, 1980. This series of softcover histories in Spanish addresses a variety of topics: *Las Cruzadas, Juana de Arco, Carlomagno,* and Marco Polo among them. The books are imported by a number of book distributors in California.

Collis, Louise. *Memoirs of a Medieval Woman: The Life and Times of Margery Kempe*. New York: Harper and Row, 1983. The memoirs of Margery Kempe provide the basis for this book. Many excerpts can be used to give students a glimpse of the overwhelming influence of the church on every aspect of life during the Middle Ages.

Coupe, Sheena, and Barbara Scanlon. *Threads of Time: Junior World History, 400–1750.* Melbourne, Australia: Longman, 1987. This student text motivates students' interest in the Middle Ages. On page 115, quotes from primary sources help students to understand the feudal perspectives of the Crusades.

Crossley-Holland, Kevin. *Beowulf.* New York: Oxford University Press, 1988. The author joins with illustrator Charles Keeping to create a striking picture-book version of the ancient legend. Seventh graders will enjoy the illustrations, rendered as photographic negatives.

Duss, Peter. *Feudalism in Japan*. New York: Knopf, 1969. A history of feudalism in Japan, this resource for teachers considers the period from the tribal rule of the sixth century to the development of national unity under the shogun Oda Nubenaga in 1591. Included is a chapter comparing Japanese with European feudalism.

Eban, Abba. *Heritage: Civilization and the Jews*. New York: Summit Books, 1984. This amply illustrated survey of Jewish history includes two chapters on Jewish life during the Middle Ages.

*El Cid. Hispanics of Achievement* series. Edited by Rodolfo Cardona. New York: Chelsea House, 1992. The life, deeds, and struggles of this Spanish military leader are documented in this book. Photographs, drawings, and reproductions of artwork well illustrate a narrative that is somewhat long for seventh graders. The book is suggested as a reference for students and teachers or for independent reading by advanced seventh graders. It supports the study of the El Cid legend.

Gandiol-Coppin, Brigitte. *Cathedrals: Stone upon Stone. Young Discovery Library* series. Ossining, N.Y.: Young Discovery Library, 1989. This petite picture book and its companion, Marie Farré's *Long Ago in a Castle,* are easy reading for seventh graders.

Grimm Brothers. *Hansel and Gretel.* Various editions and publishers. Many Grimm tales reflect facets of medieval life, including the family with a stepmother, a common situation resulting from the frequent death of a woman during childbirth. Susan Jeffers's

illustrated version (Dial Books for Young Readers, 1980) and the version by Rika Lesser and Paul Zelinsky (Putnam, 1989) are both recommended and may be used for comparison.

Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Medieval/Renaissance Europe*. St. Louis Park, Minn.: Upper Midwest Women's History Center, 1983. This volume is a useful resource for studies of medieval women described in this unit. For purchasing information, telephone (612) 928-6750, or contact social studies supply houses.

*Hanawalt, Barbara A. *The Ties That Bound: Peasant Families in Medieval England*. New York: Oxford University Press, 1986. This resource for teachers contains statistics and anecdotes gathered from the archives found in towns throughout England. Its thesis, contrary to that of many earlier studies, is that families were the basic unit of peasant society in the Middle Ages and that they functioned without a great deal of intrusion by the nobility.

*Himmel, Rhoda. *The Role of Women in Medieval Europe: A Unit of Study for Grades 10–12*. University of California, Los Angeles: The National Center for History in the Schools, 1992. Several facets of the topic are examined in this instructional resource for teachers. The primary sources, simulations, and collaborative activities are rich and clearly explained. Since the strategies are intended for older students, teachers will need to select and adapt activities to suit seventh grade classes. For purchasing information, contact the Center at (310) 825-4702.

Hinago, Motoo. *Japanese Castles*. Tokyo: Kodansha International, 1986. This is a wonderful source of pictures and descriptions of Japan's major castles.

*Hodges, Margaret. *Saint George and the Dragon*. Boston: Little, Brown, 1984. This picture book presents the famous legend of a young knight's fight with a horrible dragon.

Hollister, C. Warren, and others. *Medieval Europe: A Short Sourcebook*. New York: McGraw-Hill, 1982. Students, as well as teachers, may use this book of primary sources.

**Howarth, Sarah. *Medieval People*. Brookfield, Conn.: The Millbrook Press, 1991. Howarth's book and its companion, *Medieval Places*, are good resources for students researching the culture and geography of medieval Europe. Both color and black-and-white illustrations grace a text that students find readable. Having several copies of each book facilitates group work. The books are available in library editions.

*Kaplan, Zoë Coralnik. *Eleanor of Aquitaine*. WORLD LEADERS, PAST AND PRESENT series. Broomall, Pa.: Chelsea House, 1987. This biography of the great queen is written for readers who are somewhat older than seventh graders. The photographs and narrative are interesting to both teachers and students, however.

Kedourie, Elie. *The Jewish World: History and Culture of the Jewish People*. New York: Abrams, 1979. This edition is a collection of essays on Jewish history. It is amply illustrated with both black-and-white and color reproductions of art-

work. Essays that relate to this unit include "The Jews in Spain," by Haim Beinart, and "The Jew in Byzantium and Medieval Europe," by A. Grossman.

Keegan, John. *The Face of Battle.* New York: Penguin, 1983. This discussion of Henry V's battle at Agincourt offers insights into medieval military history. It is recommended for teachers.

Keller, Warren. *Diaspora: The Post-Biblical History of the Jews.* New York: Doubleday, 1966. This is an appropriate resource for teachers researching the Jewish perspective on the Christian Crusades. Pages 202 and 203 contain passages that will help students think about the wanton death and destruction Crusaders caused as they entered the city of Jerusalem, as well as the genocide committed against the Jews along the way. This still-relevant study merits republication.

*King *Arthur and the Legends of Camelot.* Retold by Molly Perham. New York: Viking, 1993. Evocative paintings and clear, exciting narration trace the Arthurian adventures from the birth of Merlin to the mysterious departure of Arthur from the last battlefield. Fifty-eight full-color paintings and 30 pen-and-ink illustrations grace the literate and accessible text.

*Kirk, Russell. *The Roots of American Order* (Third edition). Washington, D.C.: Regnery Gateway, 1992. This informative and engrossing work for teachers' background reading discusses the key ideas throughout history that have influenced the political and ethical order of the United States. Chapter 6, "The Light of the Middle Ages," is especially recommended to teachers preparing for this unit. Paperbound versions can be ordered from the National Book Network, 4720A Boston Way, Lankham, MD 20706-4310, telephone (800) 462-6420.

**Knights in Armor.* LIVING HISTORY series. Edited by John D. Clare. San Diego, Calif.: Harcourt Brace Jovanovich, Gulliver Books, 1992. The color photographs of reenactments, the photographic overlays, and the topical organization of the text command students' interest and attention. If not used as a student resource, this is an essential book for teachers to share with students.

Konigsburg, E. L. *A Proud Taste for Scarlet and Miniver.* New York: Dell, 1973. In this fictionalized account of the life of Eleanor of Aquitaine, Eleanor reflects on her life, as well as the lives of those who were closest to her, after she dies and goes to heaven.

*Lewis, Naomi. *Proud Knight, Fair Lady: The Twelve Lais of Marie de France.* New York: Viking, 1989. In the twelfth century, poet Marie de France collected fairy tales from traveling minstrels. Lewis, a master storyteller and sensitive translator, also provides helpful background information.

**The Luttrell Psalter: Everday Life in Medieval England.* Videocassette. Princeton, N.J.: Films for Humanities and Sciences, n.d. This full-color, 22-minute video examines an illuminated manuscript for its depictions of everyday medieval life. Photographs of modern counterparts of such manuscript subjects as livestock and tradespeople help students relate history to the present.

**Maalouf, Amin. *The Crusades Through Arab Eyes.* Translated by John Rothschild. New York: Schocken, 1984. This is a priceless compilation of eyewitness accounts by Muslims of the Christian Crusades into the Holy Land. It is illuminating for students in many ways: in examining the significance of war to combatants on both sides; in presenting the Europeans through the eyes of Muslims; and in depicting how advanced the civilization of the Middle East was during the Middle Ages compared to that of Europe.

*Macaulay, David. *Castle.* Boston: Houghton Mifflin, 1982. In this distinguished work, the author makes a thorough study of the medieval castle. He presents actual floor plans; describes the construction process, the laborers, and the tools they used; explains techniques used to defend the castle; and considers the reasons for its decline. See also Macaulay's *Cathedral: The Story of Its Construction.* Videocassette versions of both books, originally produced by Dorset, are available from social studies supply houses.

McGraw, Eloise. *The Striped Ships.* New York: Margaret K. McElderry, 1991. A respected and well-known author of historical fiction for young readers, McGraw undertook extensive research for this novel about the invasion and capture of the Normans and the famous Bayeux Tapestry. Many teachers will appreciate the author's use of a female protagonist. This book may be read by students or teachers.

*The March of Islam: TimeFrame A.D. 600–800.* Alexandria, Va.: Time-Life Books, 1988. This volume includes a chapter on the Christianization of pagan Europe. Several other volumes in the *TimeFrame* series are also recommended: *Fury of the Northmen: TimeFrame A.D. 800–1000,* in which the role of Constantinople in the Western world figures prominently; *Light in the East: TimeFrame A.D. 1000–1100,* containing chapters on the Norman conquests and the advent of the Turks; *The Divine Campaigns: TimeFrame A.D. 1100–1200,* dealing with the Crusades; *The Mongol Conquests: TimeFrame A.D. 1200–1300,* including chapters on the shoguns and on the Gothic cathedrals; and *The Age of Calamity: TimeFrame A.D. 1300–1400.* Other titles in the series that are relevant to this unit include *The Domestic World, The Enterprise of War,* and *The Natural World.*

Manchester, William. *A World Lit Only by Fire: The Medieval Mind and the Renaissance.* Boston: Little, Brown, 1991. The author, a former journalist and best-selling historian, vividly reinterprets the Middle Ages and the Renaissance for adult readers. In his hands, the people and issues of the Middle Ages come alive. One need not agree with all of Manchester's interpretations to appreciate the book's remarkable value to teachers of world history.

**Medieval Castles.* History Highlights series. New York: Gloucester Press, 1989. Intended for students, this volume presents an interesting, if cursory, overview of traditional topics for medieval studies. Though the emphasis is on Europe, the book points out the importance of castles in other cultures.

A comparative time line relates key events in Africa, Asia, America, and Europe. Students enjoy this book.

**Medieval Studies for Secondary Schools.* Washington, D.C.: National Endowment for the Humanities, 1986. This resource, a set of 19 papers with classroom applications and a bibliography, was produced by teachers with the help of historians. Teachers will find excellent material that can be adapted for use in seventh grade. English legal procedures before the Norman Conquest, medieval marriages, the status of medieval women, and Anglo-Saxon values are among topics covered.

**Medieval World* booklets, *Then and There* series. New York: Longman, 1988. This series consists of sets of booklets covering topics from prehistoric times to the twentieth century. The focus is on people, seen against their specific backgrounds, and on good stories based on historical sources. The set titled *The Medieval World* includes ten booklets that can be bought individually or as a package: "The Norman Conquest," "The King and Magna Carta," "Medieval Village," "Medieval Town," "Medieval Monastery," "Castle," "Knight," "Amusements," "The Crusades," and "Black Death." A teacher's guide and ancillary materials accompany complete sets. This set is perhaps the best student resource for this unit.

*Middle Ages.* Videotape. British Broadcasting Company, 1987. Part 1, *The Peasants' Revolt,* examines the revolt of 1381 from the perspectives of both the peasants and King Richard II. The living conditions of the peasants are depicted, and the problems facing the king are examined. Part 3, *The Chart,* focuses on communication and trade involving England, Belgium, and other lands during the late Middle Ages. The videotape also examines the production and sale of English wool. Each 20-minute videotape is available from social studies supply houses.

National Center for History in the Schools, University of California, Los Angeles. The center conducts a cooperative research program that actively develops, field-tests, revises, and publishes instructional units for history–social science teachers. The center's catalog is varied and growing. The *Role of Women in Medieval Europe* is a 70-page unit focusing on women in the early and late Middle Ages. Topics include the culture of the Germanic tribes, women's property rights under the feudal system, participation in cultural life from the eleventh through the thirteenth centuries, and women's occupational roles in the late Middle Ages. Parts of this unit may need to be modified for seventh graders. (See also the Woodard entry in this section.) For price and ordering information, write the National Center for History in the Schools, Moore Hall 231, 405 Hilgard Avenue, Los Angeles, CA 90024-1521, phone (310) 825-4702.

*Nye, Robert. *Beowulf: A New Telling.* New York: Dell, Laurel Leaf, 1968. This perennially popular paperback has gone through several printings. Teachers who have field-tested this 94-page telling of the classic legend attest to its advantages for seventh grade readers. It is not a literal version of the tale, but excerpts from the original can complement this book as a part of core literature studies. *See Beowulf in Old English* in the "Visual and Performing Arts Resources" for this unit.

*Osband, Gillian, and Robert Andrew. *Castles: A Three-Dimensional Exploration.* New York: Orchard Books, 1991. If proof were needed of the cross-age appeal of pop-up books, this book would be among the best examples. The sophistication of the narrative appeals to seventh graders, and the overlay flaps and paper engineering accomplish more than 1,000 words of explanation. Several copies of this book would be welcome in each classroom.

*The Oxford Illustrated History of Medieval Europe.* Edited by George Holmes. Oxford, 1990. This paperback volume for students traces the history of Western civilization from the Fall of Rome through the Renaissance. Topics include the Hundred Years' War, religion and the Crusades, the Code of Chivalry, the Black Death, and the rise of modern nation-states. Maps, genealogies, and time lines help students understand the people, events, and historical trends.

**Perdrizet, Marie-Pierre, and Eddy Krähenbühl. *The Cathedral Builders.* PEOPLES OF THE PAST series. Translated by Mary Beth Raycraft. Brookfield, Conn.: The Millbrook Press, 1992. Fresh treatment of traditional topics makes the PEOPLES OF THE PAST series useful in sixth and seventh grades. In this book, the emphasis is on people and technology. Format and narrative are appealing and accessible to seventh graders.

**The Portable Medieval Reader.* Edited by James B. Ross and Mary M. McLaughlin. New York: Viking Penguin, 1977. One of the perennially popular *PORTABLE READER* series, this is a compendium of primary source materials. Though intended for the general reader, the book is also a helpful resource for teachers.

Power, Eileen. *Medieval People* (Tenth edition). New York: Harper and Row, 1989. This is a sparkling account of the lives of six individuals—some real, some fictional—who lived during the Middle Ages: a Frankish peasant; Marco Polo, the Venetian traveler; Madame Eglentyne, the prioress of Chaucer's *Canterbury Tales;* a Parisian housewife; and two English merchants. First published in 1924, it is a dramatic and scholarly study for adult readers.

*Pyle, Howard. *Otto of the Silver Hand.* New York: Dover, 1967. Also published in a hardback edition (by Peter Smith), this is Pyle's grim tale of medieval times. The author's *Men of Iron* is issued in paperback by Airmont; Scribner's handsome, hardbound version of *The Merry Adventures of Robin Hood* is joined by the New American Library paperback (Signet). *The Story of King Arthur and His Knights* is issued in several editions, both paperbound and hardback. Consult R. R. Bowker's *Books in Print* for current listings.

*Riordan, James, and Brenda Ralph Lewis. *An Illustrated Treasury of Myths and Legends.* New York: Bedrick, 1987. Colorfully illustrated, this book brings together 25 legends from the ancient world, Asia, Africa, Europe, Britain, and other regions. Included are the legends of Roland, William Tell, King Arthur, and Beowulf. The treasury may be used by students and teachers and is a good resource for both sixth and seventh grades.

*Runciman, Stephen. *The First Crusade*. Cambridge, U.K.: Cambridge University Press, 1980. A teachers' resource, this book chronicles the events of the First Crusade. It is well illustrated with reproductions of primary source drawings and paintings. A passage on page 177 expresses the contemporary Muslim view of the Christian Crusades to free the Holy Land.

Sauvain, Philip. *Hastings*. *GREAT BATTLES AND SIEGES* series. New York: New Discovery Books (Maxwell Macmillan International) 1992. This students' resource focuses on the decisive battle by which William of Normandy became William the Conqueror. Pages 26–29 discuss the establishment of William's baronage—information that is useful in helping students better understand the significance of the Magna Carta.

**Sir Gawain and the Loathly Lady*. Retold by Selina Hastings. New York: Mulberry Books, 1985. Exquisitely illustrated in the style of the illuminated manuscript, this retelling of "The Wife of Bath's Tale" (Chaucer) can be used to motivate students to discuss the values of chivalry, particularly those of loyalty, honor, and sincerity. It is also useful as a model, along with pictures or slides of illuminated manuscripts, for students making their own illuminated books. A Spanish version, *Sir Gawain y la Abominable Dama*, is available from book importers.

Small, Terry. *The Legend of William Tell*. New York: Bantam, 1991. This rhymed retelling of the famous Swiss story, in picture-book format, appeals to some seventh graders.

*The Spanish Inquisition*. Instructional kit. Jackdaw Publications, P.O. Box 503, Amawalk, NY 10501. Part of the *GOLDEN OWL PORTFOLIO* series, this kit includes reproductions of historic documents, including maps, engravings, diaries, and paintings. Teachers may use materials as visual aids, and students may use them for research projects. Available through social studies supply houses.

Storry, Richard. *The Way of the Samurai*. New York: Galley Press, 1978. Discussions of the Code of Bushido (the code of ethics for the warrior), the position of the warrior in feudal society, and the weapons and armor of war are included in this teachers' resource. This book is useful in comparing European to Japanese feudalism.

Suter, Coral, and Marshall Croddy. "Merry Old England: Picking the Best Process," in *Of Codes and Crowns: The Development of Law*. Los Angeles: Constitutional Rights Foundation, 1983. This resource contains a number of extensive activities designed to help students understand the origins and effects of legal practices throughout history. Students examine the evolution of the judiciary from the early laws of the Anglo-Saxons, through Norman law, to the implementation of the jury trial under Henry II.

Talbott, Hudson. *King Arthur: The Sword in the Stone*. New York: Morrow Junior Books, Books of Wonder, 1991. The first written record concerning King Arthur dates to a manuscript in the twelfth century. Since then, the

Arthurian legends have acquired the patina of a literary heritage and have been interpreted by such diverse writers as Sir Thomas Malory, Alfred Lord Tennyson, Howard Pyle, Sidney Lanier, T. H. White, and Rosemary Sutcliff. Talbott's edition is a picture book suitable for students in the middle grades.

*Timeline Video* series. Baltimore, Md.: Maryland Public Television. In a newscast format, a television anchor and correspondents cover "history-in-the-making" with live-action footage, background reports, and interviews with historic personages. The six videotapes in the series include *The Vikings: September 25, 1066; The Mongol Empire: November 18, 1247; The Crusades: October 2, 1187; The Black Death: March 27, 1361; The Fall of Byzantium: May 29, 1453;* and *Granada: January 6, 1492*. Available from social studies supply houses.

*Warlords of Japan: A Simulation of the Shogun History of Feudal Japan*. Lakeside, Calif.: Interact, 1990. With this ten-day simulation packet, students read and listen to essays, take tests, deploy armies, confront their fates, write essays, complete artwork and calligraphy assignments, and earn rewards of rice for their efforts. Adjustments in content are necessary, since only a limited amount of the content applies to this unit.

Williams, Ann. *The Crusades*. *Then and There* series. Essex, U.K.: Longman, 1975. This concise booklet for students contains an account of the Crusades, including the Muslim perspective.

Williams, Jay, and the editors of *Horizon* magazine. *Knights of the Crusades*. New York: Harper and Row, 1962. This resource for students and teachers tells of the European knights as they fought their way into the Holy Land to release it from the control of its Saracen captors. Included are an eyewitness account of the slaughter of Jews by the Christians as they entered the city of Jerusalem as well as excerpts from primary sources that reflect the perspective of the Christian peasants and the nobility. This book may be sought in libraries.

*Woodard, Jo Ann A. *Medieval Universities: A Unit of Study for Grades 9–12*. Los Angeles: University of California. The National Center for History in the Schools, 1992. Students will find several aspects of this topic exciting when teachers draw from the rich resources and strategies in this publication. For example, students may act the roles of their medieval counterparts to better understand student life in the Middle Ages. Early scholars and the impact of medieval universities on the modern world are also discussed. For purchasing information, contact the Center at (310) 825-4702.

## Visual and Performing Arts Resources

Adam de la Halle. *Le Jeu de Robin et Marion*. Compact disk recording. Paris: Arion (Allegro Imports, distributor), 1991. Catalogue number: ARN 68162. One of the most original and creative trouvères, Adam de la Halle (ca. 1247–1295) entertained in the courts at Artois and Naples. This work, translated T*he Play of Robin and Marion*, may well be one of the earliest musical plays written in the Western world. The frivolity, youthfulness, and other lighthearted aspects of knightly love are dramatized in this *pastourelle*. The disk's accompanying booklet outlines the plot for listeners but provides no translation of the Old French in which the piece is sung. The recording is often available in large record stores, usually filed under the composer's name or under the "early music" or "medieval" categories. If unavailable locally, the disk may be ordered through Bose Express Music, (800) 451-2673.

Ardley, Neil. *Music*. *EYEWITNESS BOOKS* series. New York: Knopf, 1989. The 29 two-page color illustrations in this book show many musical instruments from around the world. The information is clearly presented in small servings, a feature many seventh grade students appreciate. This book is useful in more than one unit and at more than one grade level.

*Art in Action*. San Diego, Calif.: Holt, Rinehart and Winston, 1987. One lesson in this state-adopted textbook focuses on architecture from the Middle Ages.

*Art Through the Centuries: Medieval Europe*. Sandak, 70 Lincoln Street, Boston, MA 02111, (617) 423-3990. Sandak has selected 13 color slides from its extensive collection to create a set that is coordinated with this unit. The slides include four views of Chartres, stained-glass windows, tapestries, and other art and artifacts of the period. Sandak also makes available Pack 999-18-02, *The World of Art in the Age of Columbus*, a set of 18 slides. Examples of sculpture and architecture from the Americas, as well as works from the Orient, the Middle East, Africa, and Europe, exemplify the variety and vibrancy of cultures thriving in the late fifteenth century. Sandak's *Global Art Slide, Set I* (70 slides) is organized by cultures and includes Africa, the Middle East, India, China, Japan, and Latin America.

Bennett, Anna Gray. *Five Centuries of Tapestry*. San Francisco: The Fine Arts Museums of San Francisco, 1992. This volume catalogues 100 magnificent examples of the art of tapestry, from the Middle Ages to the twentieth century. The text traces the history of tapestry production, including designs and weaving techniques. For information, telephone the publisher at (415) 750-3600.

**Beowulf in Old English*. Audiocassette. Spoken Arts, 10100 SBF Drive, Pinellas Park, FL 34666, 1-800-326-4090. In melodious Old English, professional readers introduce listeners to this ancient legend. When ordering, specify by catalogue number (SAC 918).

*The Book of Kells*. New York: Dover, n.d. This carefully reproduced booklet contains 32 full-page renditions of details from the artwork in this manuscript as well as a representative sampling of the textual leaves.

Browning, Robert. *The Pied Piper of Hamelin*. Sioux City, Iowa: Wetmore Declamation Bureau, 1980. In this choral reading, an adaptation of the famous poem, group and solo parts are indicated, and as many voices as desired may be used. The rhythm and rhyme are effective in choral speaking. The work is suggested for correlation with language arts classes and speech or drama electives.

Interested teachers should contact the publisher at Box 2595, Sioux City, IA 51106-0595, (712) 276-3041, for purchasing information.

*Castle*. Greenwich, Conn.: Arts America, n.d. In this videotape, colorful animation is combined with live-action documentary sequences to tell the fictional, but historically accurate, story of a thirteenth-century Welsh castle. Author David Macaulay, who wrote the book of the same title, leads the tour of an ancient Welsh castle, explaining its cultural and sociological significance as well as its architectural design. Also available is *Cathedral*, which explores the design of Notre Dame de Beaulieuand and other major cathedrals.

*Early Medieval Designs from Britain for Artists and Craftspeople*. New York: Dover, n.d. Included here are 400 historic designs that embellished objects, manuscripts, monuments, and buildings from the fifth to the thirteenth centuries. Also available from Dover is *Old English Tile Designs for Artists and Craftspeople* (Gothic and Romanesque themes) and other collections of historic ornamentation from this period.

**Everyman: A Morality Play*. Anonymous authorship. Various editions and publishers. *Everyman* is the most celebrated of all the old English morality plays. Based on an earlier Dutch play, the earliest English version (ca. 1520) is clearly in the medieval tradition, despite its late date. Comparatively brief (under 40 pages of dialogue), the play is suggested for core literature correlation with language arts. An inexpensive edition of the play is obtainable from Samuel French, Inc., 7623 Sunset Boulevard, Los Angeles, CA 90046, (213) 876-0570.

Favier, Jean. *The World of Chartres*. New York: Harry N. Abrams, 1990. Jean Favier's book on Chartres Cathedral tells the history of the great building and explains the complexities of its structure, iconography, sculpture, and stained glass. Favier's scholarship is tempered with a personal sensitivity to the power of Chartres. The 217 illustrations, including 41 color plates, complement the narrative exploration of a church built to hold an entire city at one time.

Fox-Davies, Arthur Charles. *The Art of Heraldry*. London, U.K.: Bloomsbury Books, 1986. Originally published in 1904, this heavy volume is too detailed for the reader of average interest, but it does contain hundreds of full-color examples of crests and shields. It is recommended as a resource when classes make their own shields. Check public libraries for availability.

Giblin, James Cross. *The Truth About Unicorns*. New York: HarperCollins, 1991. Illustrated with prints and photographs of medieval art and artifacts, this book traces the history of the unicorn as myth and symbol. The chronicle includes a dramatic account of the unicorn hunt depicted in the famous unicorn tapestries. Students, in particular, enjoy this book.

Gillon, Edmund. *The Middle Ages*. New York: Dover, 1971. This sophisticated coloring book contains scenes from the Middle Ages. Many are based on manuscript illustrations and individual paintings of the period. Other Dover coloring books for this unit are *Knights and Ar-*

*mor, Castles of the World,* and *Historic Sailing Ships.* Coloring activities are not recommended.

Gimpel, Jean. *The Cathedral Builders.* New York: Penguin, 1991. Jean Gimpel's informative monograph introduces readers to the ways and means of the churchmen, architects, engineers, technicians, quarrymen, masons, and sculptors who built the great cathedrals. It is available in paperback and can be used for research by some students. See also the author's *The Medieval Machine: The Industrial Revolution of the Middle Ages.*

*Giotto and the Pre-Renaissance.* Crystal Productions, P.O. Box 2159, Glenview, IL 60025. This 47-minute videotape focuses on the powerful emotion conveyed in the major cycles of the artist's works, which are sharply contrasted with the somber art of the period.

*Glories of Medieval Art: The Cloisters.* Chicago: Films Incorporated Video. The Cloisters, a branch of the Metropolitan Museum of Art in New York City that is devoted to medieval art, is home to some of the world's masterworks. This 27-minute videotape takes viewers through rooms and gardens that evoke the spirit of the Middle Ages. Included in the tour are the famed unicorn tapestries, illuminated manuscripts, stained-glass windows, and many precious objects. It is available through the Metropolitan Museum of Art. Also available is *Siena: Chronicles of a Medieval Commune.*

Gregorian Chants. Various recordings and labels. A vast array of chant recordings are available through large record stores. The Benedictine Monks of Luxembourg perform chants on the cassette *Regina Coeli* (Phillips Sequenza label, 420809-4); the Farnborough Abbey Choir and Monks' *Gregorian Chant* (Herald compact disk, HAVPCD 122) offers 18 chants from throughout the liturgical year. Consult local outlets or public libraries for other sources. *Gregorian Chants* (Folkways Records, 3865) is available from Smithsonian Folkways Recordings, Office of Folklife Programs, 955 L'Enfant Plaza, Suite 2600, Smithsonian Institution, Washington, DC 20560, (202) 287-3261.

Grout, Donald Jay. *A History of Western Music* (Third edition). New York: W. W. Norton, 1980. This standard college textbook contains helpful background information for teachers. A fourth edition (1988), written by Grout and Claude V. Palisca, is also available from the same publisher. Teachers seriously researching this facet of cultural history may consult Oliver Strunk's *Source Readings in Music History* (paperback, five volumes), also published by Norton.

*Henry V.* Laurence Olivier, director. United Artists, 1941. Videocassette of film based on William Shakespeare's play. The Agincourt battle scene in this film is a helpful resource for the parts of this unit focusing on the later Middle Ages, military technology, and the Hundred Years' War.

During the later study of the Renaissance (Unit IX), when students are introduced to Shakespeare and Elizabethan England, the Olivier film may be used for its opening scenes, which take place at an Elizabethan theater. In viewing this videotape, students learn something about Elizabethan social classes, the architecture of the time, the skyline of Elizabethan London, the manner of theatrical performances, and the lively interest of Elizabethan audiences in historical plays, which were favored over tragedies and comedies during Shakespeare's time. The videotape is obtainable from social studies supply houses.

*Henry V for Young People. SHAKESPEARE FOR YOUNG PEOPLE* series. Edited by Diane Davidson. Fair Oaks, Calif.: Swan Books, 1991. Davidson's series keeps the original words of Shakespeare, yet includes descriptions and stage directions in the manner of modern plays. The scripts have been cut to about 40 minutes' playing time, encouraging beginners to enjoy the stories by reading the plays aloud or by acting them out with simple staging. Two announcers introduce scenes. Purchasing information is available from the publisher at P.O. Box 2498, Fair Oaks, CA 95628, (916) 961-8778.

*A History of Music, Middle Ages to Pre-Baroque*. Lyrichord Records. This collection of three 12-inch records presents a sampling of medieval music. Though long-playing records grow less common, many schools continue to use phonographs occasionally. Other useful albums are: *Experiences Anonymous, Music of the Middle Ages,* Vol. 1, troubadour and trouvère songs (EAS 12), and Vol. V, English medieval songs, twelfth–thirteenth century (EAS 29); and *Music of the Middle Ages* (785). Contact Lyrichord Records at 131 Perry Street, New York, NY 10014, (212) 929-8234.

*Larousse Encyclopedia of Byzantine and Medieval Art.* Edited by René Huyghe. New York: Prometheus Press, 1963. This compendium of art looks at medieval art around the world. Each section includes a historical summary, descriptive text, and plates of a variety of art genres.

***Living History: Fourteenth-Century Towns.* Edited by John D. Clare. *San* Diego, Calif.: Harcourt Brace Jovanovich, Gulliver Books, 1993. Color photographs of reenactments bring to life the growth of towns in the late Middle Ages. Informative endsheets and clearly categorized information regarding all strata of society make this a useful student resource.

McLeish, Kenneth, and Valerie McLeish. *The Oxford First Companion to Music.* Oxford, U.K.: Oxford University Press, 1990. In this colorful resource for students, a variety of topics relate to history–social science. Pages E8–E11 deal specifically with music of the Middle Ages. Reproductions of authentic artwork and musical notation are used as illustrations. This work is useful in grades six through eight as well as grade seven.

*Medieval Art and Architecture.* Alarion Press, P.O. Box 1882, Boulder, CO 80306. This program for grades four through nine includes two videotapes, three filmstrips and cassettes, two teaching manuals, and a teaching poster. Topics include Charlemagne at Aachen, feudalism and castles, pilgrimages to Santiago de Compostela in Spain, Crusades to the Holy Land, and cathedrals. Stories from the Old Testament and New

Testament are shown in medieval and Byzantine art. Telephone Alarion at (800) 523-9177 for further information.

*Middle Ages.* Reading and O'Reilly Wilton Programs, P.O. Box 302, Wilton, CT 06897. This set of three filmstrips and cassettes or one 40-minute videotape combines art, architecture, and history in a comprehensive look at the medieval world. Paintings, etchings, photographs, maps, and instructional drawings help students to enjoy and understand this complex period of history.

Mittler, Gene. *Art in Focus.* Mission Hills, Calif.: Glencoe, 1989. In this state-adopted textbook, chapters 9 and 10 are devoted to early medieval, Romanesque, and Gothic art. Both chapters view the history and geography of the eras through their art and architecture, but do so within social and political contexts. Included are ideas for studio art activities.

*Mont St. Michel.* Videocassette. Arts America, 12 Havemeyer Place, Greenwich, CT 06830, (800) 553-5278. In this 56-minute program, viewers see the geography of the area from the top of this fortress abbey in northwestern France, recognized as one of the world's great treasures of Gothic architecture.

Montagu, Jeremy. *The World of Medieval and Renaissance Musical Instruments.* Woodstock, N.Y.: The Overlook Press, 1976. From bagpipe to shawm, all the major instruments of the Middle Ages, Crusades, and Hundred Years' War are shown and discussed. The 90 black-and-white and 12 full-color illustrations make this work especially valuable for students' reference, even when the text is too challenging for most seventh graders.

*Music of the Crusades.* Compact disk. New York: London Recordings (Polygram Recordings, distributor), n.d. Catalogue number: 430264-2. Both dance and vocal music are included, and song texts are printed in English. Historical references in some lyrics are of interest. Teachers should thoroughly preview the disk and select for classroom use those works that they find particularly striking or appealing. If the compact disk is unavailable through local record shops, it may be ordered from Bose Express Music, (800) 451-2673.

*Musical Instruments of the World: An Illustrated Encyclopedia.* New York: Facts on File, 1978. Students enjoy using and perusing this illustrated encyclopedia containing more than 4,000 original drawings. The format appeals to young readers, and the book presents a good deal of information in an easily discerned way. The book is useful in all the middle grades. It is available through UNICEF bookstores and some general trade firms.

National Gallery of Art, Publications Sales, Washington, DC 20565. The following color reproductions are available from the National Gallery of Art:

*Madonna in a Closed Garden,* Anonymous, German, fifteenth century, B3117
*Paradise with Christ in Lap of Abraham,* Anonymous, Lower Saxony, B13521 (manuscript illumination)
*Annunciation to the Virgin,* Belhello de Pania, B14851 (Gregorian chant illumination)
*Madonna and Child,* Giotto, D367

*The Oxford Book of Carols.* Edited by Percy Dearmer and Ralph Vaughn

Williams. New York: Oxford University Press, 1928. This standard and authoritative song collection is still reissued both in hardbound and softbound editions. For libraries, the hardback edition with words, melodies, and accompaniments is recommended; for choruses, the paperbound "words and melody only" edition is more economical.

Ragans, Rosalind, and Jane Rhoades. *Understanding Art*. Mission Hills, Calif.: Glencoe, 1992. This state-adopted textbook has a chapter titled "Art of the Middle Ages," which covers Romanesque and Gothic styles. Activities in art history, art production, aesthetics, and criticism are included and abundantly illustrated.

Sachs, Curt. *The History of Musical Instruments*. New York: W. W. Norton, 1940. Sachs's work continues to be a mainstay in this area of research; it covers all major time periods, and examples connect a variety of cultures. Although not appropriate for seventh graders, teachers of music and history will find it excellent for background reading. The book should be sought through public libraries.

Shorewood Fine Art Reproductions, Inc., 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100. A full-color reproduction, 22" x 28" (55.9 x 71.1 centimetres), of Giotto's *Madonna and Child*, mounted on cardboard or unmounted, laminated or unlaminated, is available.

Siks, Geraldine Brain. *Marco Polo*. New Orleans: Anchorage Press, 1980. Described as an adventure play, this drama for young people is based on the historic travels of the famous merchant. The script provides opportunities for colorful staging. If performances are not feasible, students may read the script aloud or informally act it out in the classroom. Purchasing information is available from the publisher, P.O. Box 8067, New Orleans, LA 70182, (504) 283-8868. Madge Miller's *Pied Piper of Hamelin* is also available from the same publisher.

Snyder, James. *Medieval Art: Painting, Sculpture, Architecture, Fourth–Fourteenth Century*. New York: Henry Abrams, 1989. Western European and Byzantine art from the early Christian Era through the late Gothic period are the subjects of this resource. Pictures of artwork created during this period can be assembled to teach a variety of concepts and episodes.

*Songs of Chivalry: Martin Best Medieval Ensemble*. Compact disk recording. Charlottesville, Va.: Nimbus Records, 1983. Catalogue number NI-5006. Nineteen different musical numbers on this recording exemplify the voices, instruments, and moods of courtly music. "Estampie," "Costume est bien," and "Danse royale" are good examples of dance music. When students learn of Eleanor of Aquitaine or the legend of "Richard Lionheart: Saved by a Song," they may listen to "La dousa votz" by troubadour Bernart de Ventadour, who served Eleanor. Notes and translations in the booklet accompanying the disk are especially helpful for teachers. If the disk is unavailable through local music shops, it may be ordered from Bose Express Music, (800) 451-2673.

*The Tournament*. Arts America, 12 Havemeyer Place, Greenwich, CT 06830, (800) 553-5278. A fascinating tour of the Middle Ages is made through the armor collection of the Metropolitan Museum of Art in New York City. This 28-minute videotape depicts the tournament as entertainment and a training ground for battle.

Universal Color Slide Co., 8450 South Tamiami Trail, Sarasota, FL 34238-2936. Universal's *Medieval Art Slide Set* (25 slides) is a comprehensive collection of reproductions of medieval art, including elaborate book designs, illuminations, ivory and gold carvings, and more. Also available are sets on Romanesque art, the Bayeaux Tapestry, and Gothic art and architecture.

*Victorian Sourcebook of Medieval Decorations*. New York: Dover Publications, n.d. This 64-page booklet reproduced from an 1882 edition is intended as a source book of authentic medieval designs for artists and craftspeople. It contains 166 full-color designs, including ornamental fourteenth-century alphabets and fourteenth- and fifthteenth-century illuminated initials.

*VISUAL TEXTBOOK FOR THE CALIFORNIA HISTORY–SOCIAL SCIENCE FRAMEWORK: Medieval Art and Architecture, Grade Seven*. The University Prints, 21 East Street, Winchester, MA 01890, (617) 729-8006. This company has prepared sets of 5 1/2" x 8" (14 x 20.3 centimetre) art prints that are coordinated with the seventh grade course model. The set for each unit is available boxed, loose-leaf, or bound in durable covers that open flat. Most prints are black-and-white, although some are in color; each print is captioned. Prints also may be purchased individually (seven cents each for black-and-white). The medieval set (36 prints) includes prints showing castle and church architecture in several countries for comparison and contrast. Nine prints of Chartres Cathedral show interior and exterior views, stained-glass windows, and sculptural details. Also included are prints of manuscript illuminations, a book of hours, tapestries (including the Bayeaux), statues, and paintings (two by Giotto).

*Western Art —Medieval, Renaissance, Baroque, Romanesque and Gothic Architecture in France*. Sandak Color Slides, 70 Lincoln Street, Boston, MA 02111, (800) 343-2806. Sets of slides are available on these topics from Sandak's extensive collection. For example, there are 63 slides on art in the Cloisters Museum, 342 slides on monasteries and cathedrals in France, 222 on the Italian Renaissance, and 60 slides on stained glass of the Middle Ages and Renaissance.

*Appendix VIII-1*

# The Signing of the Magna Carta

Students will enjoy reading, or having read to them, the following account of how the Magna Carta came to be. The motivations and actions of the king, his barons, and the clergy are expressed in language that is easily understood by seventh graders and that impresses upon them the enduring significance of this document.

Less than two hundred years after the reign of William the Conqueror one of his descendants, King John, sat upon the throne of England. He was an exceedingly bad ruler. He stole, he told lies, and he put innocent people in prison. If he wanted money, he simply demanded it of any persons who had it, and if they refused to give it, he did not hesitate to torture them till they yielded. Men who had committed crimes and deserved to be punished he would set free if they could raise money enough to make him a present. If two men disagreed and brought their difficulty before him for trial, he would decide in favor of the one who had made him the larger gift. Sometimes, for some very small offense, he would demand money of a poor man who had only a horse and cart with which to earn his living; and if the man had no friends to bribe the king, his horse and cart were sold to help fill the royal treasury. King John was even believed to have murdered a nephew, the young Prince Arthur, who had claim to the throne.

John ruled not only England, but also the duchy of Normandy, which had descended to him from William the Conqueror. As Normandy was a fief of France, Philip, King of France, called upon his vassal John, to account for the death of the prince. John refused to appear. Then Philip took away nearly all his French possessions. That loss made his income much smaller. Moreover, the cost of carrying on the government had increased. There was, then, some reason for his constant need of money, even though there was so little excuse for his manner of obtaining it.

When the archbishop of Canterbury died, there was a dispute about who should succeed him. The pope was appealed to, and he bade the monks of Canterbury name a good, upright man named Stephen Langton to take his place. This choice did not please the king; therefore he seized the monastery and its revenues and banished the monks. For six years John resisted the pope and refused to allow Langton to become archbishop. Finally he became afraid that he was going to die, and then he yielded most meekly. He even went to Langton to beg for absolution, or a formal pardon of the Catholic Church. "When you promise to obey the laws of the land and to treat your people justly, I will absolve you," replied the archbishop.

John was always ready to make a promise, but he never kept it unless it was convenient. He promised what the archbishop asked but, as might have been expected, he soon broke his word.

Now, next to the king, the barons were the most powerful men of the kingdom, but

Source: Eva March Tappan, *Old World Hero Stories*. New York: Houghton Mifflin, 1911, pp. 111–117. Now in public domain.

even they did not know what to do. Fortunately, the archbishop knew. He called the barons together and read them what had been the law of the land since a short time after the death of William the Conqueror. The barons understood what their rights were, and they took a solemn oath to defend them. "We will wait for one year," they said. "The king may do better." They waited a year; then they waited till Christmas. The king had not improved, and the barons went to him and asked him to repeat the promises that he had made to the archbishop. John was insolent at first, but when he saw that the barons were in earnest, he became very meek, and said that what they asked was important, to be sure, but also difficult, and he should need a little time before making the agreement. By Easter he should be able to satisfy them. The barons did not believe him, and so, when Easter came, they brought to the appointed place a large body of armed followers. After a while John sent to ask what it was that the barons insisted upon having. Then bold, dignified Stephen Langton read aloud to him from a parchment such articles as these: "A free man shall not be fined for a small offense, except in proportion to the gravity of the offense." "No free man shall be imprisoned or banished except by the lawful judgment of his equals, or by the law of the land."

John grew more and more angry as these were read, and when the archbishop went on to read other articles declaring that the king must not take bribes, or impose taxes without the consent of his council, or body of advisers, and finally one giving the barons the right to elect twenty-five of their number to keep watch over him and seize his castles if he did not keep his promise, then he went into a furious passion. "I will never grant liberties that would make me a slave," he declared.

Nevertheless, he had to yield. There was a famous green meadow with low hills on one side and the River Thames on the other. Its name of Runnymede, or Meadow of Council, was given it long before William the Conqueror landed in England, because there the Saxons used to hold their councils. To this meadow the barons and their army marched from London. Then out of a strong fortress that rose near at hand, and across the drawbridge that swung over the moat, rode an angry and sulky ruler of England. He signed the parchment, either in the meadow or on an island in the river, and then he went back to his palace. It was said by some that he gnashed his teeth, and shrieked, and rolled on the floor like a madman; but the barons were hard at work seeing to it that many copies of this parchment were made and sent over the land to be read aloud in the churches.

This parchment was the famous Magna Carta, or Great Charter, signed in 1215. The barons were then the most powerful men of the kingdom, and they saw to it that as long as he lived the king kept his word. About fifty years later, not only the barons but representatives of the towns were admitted to the council. This was the beginning of the English Parliament; and now, if a king ruled unjustly, he must account, not only to the barons, but to the whole people. From that day to this, no ruler has ever been able to remain on the throne of England who has not kept the promises that King John was obliged to make that June day at Runnymede.

***Appendix VIII-2***

# *An Activity for Studying the Magna Carta*

In the following exercise[1] students read excerpts from the Magna Carta and then answer questions based on their readings. In the process, they will be interpreting the immediate implications of the document and, by extension, its long-term significance in the development of democratic institutions.

> **John**, by the grace of God, **king of England** . . . to his archbishops, bishops, abbots, earls, barons, justiciars [chief judges], foresters, sheriffs, reeves [local collectors of feudal rents], ministers, and all his bailiffs and faithful men, greetings. Know that . . . for the betterment of our realm, by the counsel of our venerable fathers [religious leaders] . . . of our nobles . . . and of our faithful men.
>
> 47. All forests that have been afforested [confiscated by the king] in our time shall at once be disafforested; and the same shall be done with regard to river-banks which in our time we have placed under ban.
>
> 61. Since moreover for [the love of God], for the improvement of our kingdom, and for the better allayment [alleviating or quieting down] of the conflict that has arisen between us and our barons, **we have granted all these [liberties]** aforesaid, wishing them to enjoy those [liberties] by full and firm establishment forever: namely that the barons shall elect twenty-five barons of the kingdom, whomsoever they please, who to the best of their ability should observe, hold, and cause to be observed the peace and liberties that we have granted to them and have **confirmed by this our present charter; so that** specifically, **if we** or our justiciars or our bailiffs or any of our ministers are **in any respect delinquent toward any one or transgress any article** of the peace or the security, and if the delinquency is shown to four barons of the aforesaid twenty-five barons, those **four barons shall come to us**, or to our justiciar if we are out of the kingdom, to explain to us the wrong, **asking that** without delay **we cause this wrong to be redressed.**

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[1] This activity is adapted from *Slices of Time: The U.S. Constitution in Global Perspective*, by Gerald A. Danzer and Mark Newman. Chicago: The World History Project, Dept. of History, University of Illinois, pp. 22–23. Used by permission.

## Examining the Magna Carta

Introduction: This activity will help you understand what the Magna Carta says and how it helped stop despotism in England (1215).

1. Read the excerpt from the Magna Carta. What does it really say? Look at it again, reading only the boldface words, and write your answer on the lines below.

   ____________________________________________

   ____________________________________________

   ____________________________________________

2. The Magna Carta provided checks against the rise of tyranny and despotism. After reading each statement below, write a sentence supporting or refuting the statement. Base your decisions on the excerpts from the Magna Carta and on what you know about it.

   1. The Magna Carta was a written document.

      ________________________________________

   2. The Magna Carta was a contract between a king and his barons.

      ________________________________________

   3. It provided procedure for redress of grievances.

      ________________________________________

   4. It gave all English citizens the right to vote.

      ________________________________________

   5. The Magna Carta placed the king above the law.

      ________________________________________

   6. Any faithful man could be one of the 25 who served on the Council of 25 Barons.

      ________________________________________

Optional: Read Article 47, dealing with afforested lands and river banks. Think of a hypothetical situation related to this article and, on the lines below or on a separate piece of paper, write up a complaint against the king for presentation to the Council of 25 Barons.

__________________________________________________

__________________________________________________

__________________________________________________

*Appendix VIII-3*

# Geographic Background and Concepts: Medieval Europe

The gradual shift in importance from the Mediterranean region of southern Europe to the Atlantic region of northern Europe was the key geographical characteristic of Europe between A.D. 500 and A.D.1789. Several reasons were behind this shift, but the most important was the long and devestating conflict in the Mediterranean region between Muslim and Christian powers. As a result of this prolonged conflict, the North Atlantic became a key corridor for the commerce between Christian areas. As the northern centers of political and economic power became increasingly dynamic, they became less and less dependent on the Mediterranean basin.

The Mediterranean, meanwhile, became increasingly polarized: Muslim districts were concentrated in the west (the Iberian Peninsula); in the south (northern Africa); and, especially, in the important eastern cultural centers of Cairo, Damascus, Baghdad, and, eventually, Istanbul. The prosperity, political power, and economic power continued the shift to the north during the modern era of 1789–1945, when the United Kingdom, France, Germany, and Russia, (or the Soviet Union) were at the zenith of their powers.

The activities in this unit incorportate a number of important geographic themes and concepts:

*Region*—An area that is unified in terms of certain criteria. This geogaphic concept is the basis for the division of the earth, for purposes of study, into convenient and manageable units of physical and human environments.

*Weather and climate*—Environmental contrasts between northern and southern Europe help explain why population growth and the exploitation of resources were increasingly greater after A.D. 500 in northern Europe. The humid maritime climate of northern Europe, with its 25–40 inches (63.5 x 101.6 centimetres) of rainfall distributed throughout the year, meant that the area became covered with a dense primeval forest that provided economically valuable fuel wood, game for hunting, and timber for the construction of cities and rural dwellings.

*Mediterranean climate*—In contrast, the subregions of Mediterranean Europe are often hilly right down to the water's edge, with no large agricultural areas and with few river-transport linkages. The agricultural potential of the region is limited by a problematic Mediterranean climate, which features a summer-long drought each year and a concentration of erosion-inducing rainfall between 15 and 30 inches a year (38.1 and 76.2 centimetres), in the late fall and winter. Low water flows in rivers during the summer limit their utility for irrigation or commercial shipping.

*Deforestation*—Expansion of agriculture in the Mediterranean climatic zone was also limited by the previous 1,000-year history of destructive deforestation and enhanced soil erosion on the rocky slopes of much of southern Europe. Removal of vegetation in this climatically vulnerable region exposed hillslopes to damage by winter rains.

*Agriculture and settlement*—In northern Europe, the forests were more densely settled, and the gently rolling plains were converted to productive agricultural lands that produced a variety of summer-grown grains, root crops, vegetables, and fruits. Mediterranean lands supported grapevines and citrus and olive trees, as well as the wheat and other grain crops found elsewhere in Europe.

## Some Key Place Names

*Physical features*

**Adriati[illegible]a**
**Alps**
**Atlantic Ocean**
**Balkan Peninsula**
**Baltic Sea**
**Britain**
**Brittany Peninsula**
**Danube River**
**Elbe River**
**Iberian Peninsula**
**Ireland**
**Italian Peninsula**
**Jutland Peninsula**
**Loire River**
**North European Plain**
**North Sea**
**Pyrenees**
**Rhine River**
**Scandinavia Peninsula**
**Seine River**
**Thames River**

*Countries, cities, empires*

**Aachen**
**Aquitaine**
**Aragon**
**Barcelona**
**Byzantine Empire**
**Castile**
**Constantinople**
**Denmark**
**Dresden**
**England**
**Finland**
**Florence**
**France**
**Genoa**
**Granada**
**Holy Roman Empire**
**Ireland**
**León**
**London**
**Madrid**
**Marseilles**
**Navarre**
**Norway**
**Oxford**
**Papal States**
**Paris**
**Portugal**
**Rome**
**Scotland**
**Spain**
**Sweden**
**Toledo**
**Venice**
**Vienna**

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## Unit IX

# Europe During the Renaissance, the Reformation, and the Scientific Revolution

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(See pages 66–67 of the *History–Social Science Framework*.)

**Suggested Time for the Unit:** 22 class periods

| **Topics in Unit IX:** | **Suggested Time:** |
|---|---|
| ■ The Renaissance<br>• General historical, cultural, and technological developments<br>• Florence, Italy, as a thriving center<br>• Introduction to Shakespeare, Cervantes, and Machiavelli<br>• Introductions to the works of Michelangelo (e.g., *Moses*), da Vinci, Botticelli, Raphael, Titian, Van Eyck, Dürer (e.g., *Four Horsemen of the Apocalypse*) | 8 class periods |
| ■ The Protestant Reformation<br>• Reasons for the growing resistance to the popes; Erasmus; Christian humanism vs. the Schoolmen<br>• Martin Luther: his life and beliefs, including his 95 theses and his excommunication<br>• The peasants' revolt<br>• Spread of reformation; Zwingli and Calvin<br>• Counter-Reformation: form, conflicts, impact; resultant political geography<br>• The Age of Kings; "divine right," the French monarchy as an example | 8 class periods |

- ■ The Scientific Revolution 6 class periods
  - General developments and background
  - Introduction to Galileo, Kepler, Bacon, and Newton
  - Development of modern scientific methods
  - Technology and inventions: telescope, microscope, barometer, printing press; impact on European commerce, exploration, leadership; effect toward the Enlightenment

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## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

Abraham, Henry, and Irwin Pfeffer. *Enjoying World History*. New York: Amsco School Publications, 1977. Students have found this collection of short tales about history engaging and informative. Through accounts of both fictitious and historical figures, students examine how great events in history affected the ordinary as well as the extraordinary person.

Amey, Peter. *The Scientific Revolution*. GREENHAVEN WORLD HISTORY PROGRAM. St. Paul, Minn.: Greenhaven Press, Inc., 1980. Originally published in Britain, this student booklet includes background text and primary source excerpts focusing on scientific discoveries up to the time of Pierre and Marie Curie. It is available from social studies supply houses.

Aston, Margaret E. "The Northern Renaissance," in *The Meaning of the Renaissance and Reformation*. Edited by Richard L. De Molen. Boston: Houghton Mifflin, 1974. Although this collection is out of print, Aston's essay presents helpful insights into the Renaissance and Christian humanism. Among the gadflies of the time was Erasmus of Rotterdam (1466–1536), who helped launch a frontal attack on late medieval Scholasticism. The book is worth seeking in libraries.

Bainton, Roland. *Here I Stand*. New York: Abingdon Press, 1950. (Various reprints have appeared over the years.) Filled with primary source excerpts, this biography of Martin Luther is both scholarly and interesting. It is recommended for teachers' background reading. See also the author's *Women of the Reformation in Germany and Italy* and *Women of the Reformation in France and England* (Augsburg, 1971 and 1973).

Beatty, John Louis, and Oliver A. Johnson. *Heritage of Western Civilization*. Englewood Cliffs, N.J.: Prentice-Hall, 1971. Selections from Machiavelli's *The Prince;* Martin Luther's "An Open Letter to the Christian Nobility of the German Nation Concerning the Reform of the Christian Estate, 1520"; John Calvin's "Institutes of the Christian Religion"; and "The Canons and Decrees of the Council of Trent" are contained in this resource.

Bloom, Allen, and Harry V. Jaffa. *Shakespeare's Politics*. Chicago: University of Chicago Press, 1987. Available in paperback, this is a thoughtful analysis and interpretation of the great playwright's political insights. It was not out of patriotism alone that the Bard wrote of kings, power, and the civil order. Recommended for teachers' background reading.

Brown, J. Carter. "The Genius of El Greco," *National Geographic* (June, 1982), pp. 736-44. This short article describing the life and the works of El Greco with plates of seven of his paintings is part of a longer article by Louise E. Levathes, "Toledo—El Greco's Spain Lives On."

Chamberlain, E. R. *Everyday Life in Renaissance Times*. New York: G. P. Putnam's Sons, 1965. The author discusses a variety of subjects—the life of the explorer, the noble, the merchant, and the commoner (both in the country and the city); the plague; and intellectual achievements. The emphasis in this teacher's resource is on the social history of the period. See also the author's *Florence in the Time of the Medici* (THEN AND THERE series, Essex, England: Longman Group, 1974).

*Christian History*. Quarterly periodical. Certain issues of this magazine contain articles that are pertinent to the study of the Reformation. The contributing scholars write to a general audience. Issues focusing on Martin Luther (CH034), Ulrich Zwingli (CH004), John Wycliffe (CH003), William Tyndale

## Coordination with State-Adopted Textbook

**Chapter 12 (pages 306–335) and chapter 13 (pages 336–361) of *Across the Centuries* relate specifically to this unit of study.**

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(CH016), and others are suggested as background reading for teachers. For purchasing information, write to the magazine's offices at 465 Gundersen Drive, Carol Stream, IL 60188.

*Coupe, Sheena, and Barbara Scanlan. *Threads of Time, Junior World History 400–1750.* Melbourne, Australia: Longman Cheshire, 1985. Easily obtained in the United States, this textbook is exciting and informative. It makes use of diagrams, maps, photographs, primary sources, and narrative text in a well-integrated approach to the Middle Ages, the Renaissance, the Reformation, absolutism, exploration, and the Enlightenment.

Dance Through Time: Arts Education Program. Since its inception in 1977, Dance Through Time, an authority on historical dance, has vividly recreated dances of the past five centuries, basing its work on careful historical research. The group uses original period music, authentic fashions, and commentary. This educational program offers youth concerts, school assemblies, dance classes, and residency programs. Interested educators should contact Carol Teten, Artistic Director, 50 Oak Street, Suite 501, San Francisco, CA 94102, (415) 621-3627. A brochure explaining the educational program is available.

Denley, Peter. *The Italian Renaissance.* Cambridge, Mass.: Blackwell Publishers, 1993. Renaissance historians and later historians look at the humanists, artists, and patrons of the Renaissance period and their interrelationships. The movement is explored from the standpoint of socioeconomic and formal cultural development. This book is suggested for teachers.

**Don Quixote and Sancho Panza.* Adapted by Margaret Hodges from *Don Quixote de La Mancha* by Miguel de Cervantes Saavedra. New York: Scribner's, 1992. The *Framework* specifically recommends that students be introduced to Cervantes and Shakespeare during this unit. Hodges retells the most memorable adventures in such a way that the flavor of Cervantes is maintained. Her introduction is helpful to teachers, and Stephen Marchesi's illustrations are an added attraction. This adaption is a strong contender for selection as core literature, despite its abridgement. Cervantes's complete novel, which is available in various editions and translations, is recommended for teachers' reading.

Durant, Will, and Ariel Durant. *The Age of Reason Begins*. Vol. 4, *The Story of Civilization*. New York: Simon and Schuster, 1961. The history of European civilization in the period of Shakespeare, Bacon, Montaigne, Rembrandt, Galileo, and Descartes, 1518–1648, is the subject of this standard work of history and the humanities. See also volumes 5 and 6, *The Renaissance* and *The Reformation*, by the same authors. Suggested for teachers' background reading.

*Dwyer, Frank. *Henry VIII*. *World Leaders, Past and Present* series. New York: Chelsea House Publishers, 1988. The life of Henry VIII and the beginning of the Reformation in England are the subjects of this well-illustrated students' resource. Though somewhat more challenging than most seventh grade textbooks, this book is visually interesting to students. In the same series, the publisher issues *Cesare Borgia*, *Cromwell*, *Elizabeth I*, *Mary Queen of Scots*, and *Martin Luther*.

*Elizabethan Love Songs* (no. 737). New York: Lyrichord Records. This resource, along with others listed below, can be obtained from Lyrichord Records, 141 Perry Street, New York, NY 10014, (212) 929-8234. Other titles pertinent to this unit include:

*Music of the Renaissance*, no. 786
*Florentine Renaissance (Capella C)*, no. 7266
*Music of the Prebaroque*, no. 7109

Erasmus. *The Essential Erasmus*. Edited by John P. Dolan. New York: New American Library (Mentor paperback), 1964. Still issued in paperback. Dolan's work is a convenient sampler of writings by the acknowledged "Prince of Christian Humanists." It is intended for adult reading.

**The European Emergence, A.D. 1500–1600*. *TimeFrame* series. Alexandria, Va.: Time-Life Books, 1989. "The Church Divided" and "Elizabeth's England" are two relevant chapters in this elegantly illustrated resource.

Fine Art Collections, New York Graphic Society, P.O. Box 1469, Greenwich, CT 06836-1469. This company sells prints of varying sizes. The collection includes numerous Renaissance paintings, such as the following:

*Mona Lisa*, by Leonardo da Vinci
*Village Wedding*, by Pieter Brueghel, the Elder
*The Lacemaker*, by Jan Vermeer
*The Night Watch*, by Rembrandt
A *Pietà*, by Michelangelo

*Fisher, Leonard Everett. *Gutenberg*. New York: Macmillan, 1993. In Johann Gutenberg's time—from about 1394 until 1468—most people could not read. Only churchmen, government leaders, university professors, and students had access to books, which were hand-lettered by monks, scribes, and scholars. When Gutenberg, the father of modern printing, created movable type, his invention of the mechanical printing process was not immediately accepted. Many people preferred the old handmade manuscripts to printed books. By the year 1500, Gutenberg's process had spread, the average person began to read, and the Age of Information was ushered in. Students, especially, enjoy this book.

Folger Shakespeare Library, Education Division, 201 East Capitol Street, S.E., Washington, DC 20003, (202) 544-7077. This world-class library is a private research institution for Shakespearean and Renaissance scholars. Its educational projects include teachers' workshops, seminars, and conferences. Teachers of language arts and history are encouraged to find out about the variety of opportunities available to them through the Folger.

*Frick, Carole Collier. *The Scientific Revolution: A Unit of Study for Grades 7–10.* Los Angeles: University of California, National Center for History in the Schools, 1992. Generous and exciting in its use of primary source material, this strongly recommended publication offers teachers an authoritative and historical resource for introducing the Scientific Revolution and studying the connections among Ptolemy, Copernicus, and Galileo; Bacon and Descartes; and the development of the microscope.

Friesen, Abraham. "The Impulse Toward Restitutionist Thought in Christian Humanism," *Journal of American Academy of Religion* (March, 1976), pp. 29–45. "Why devote the greater part of life to Averroes rather than to the Gospels?" asked Erasmus of Rotterdam. Though somewhat hard to come by, Friesen's essay can be a good place for teachers to begin when seeking background knowledge of Reformation themes. University libraries are sources for this article.

Garfield, Leon. *Shakespeare Stories.* Boston: Houghton Mifflin, 1991. The author presents 12 of Shakespeare's plays in a narrative form. Students and teachers will enjoy the retellings of the Shakespearean stories with their richness of character, plot, mood, and setting. Michael Foreman's dramatic illustrations complement the mood and atmosphere of these tales.

*Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Medieval/Renaissance Europe*. St. Louis Park, Minn.: Glenhurst Publications, 1983. This student text uses both narrative text and primary sources to highlight the distaff side of the times. The perspectives of noble, common, and clerical women are included.

Guy, John. *Tudor England*. Oxford: Oxford University Press, 1988. This teachers' resource presents an account of the political and religious upheaval during the reigns of Henry VIII, Edward VI, Mary I, and Elizabeth I.

Hail, John R., and the editors of Time-Life Books. *Renaissance*. GREAT AGES OF MAN series. New York: Time-Life Books, 1965. The "rebirth of creative genius" following the Middle Ages is the subject of this well-illustrated resource. It is available through libraries.

**Handbook of the Renaissance: Europe, 1400–1600*. Lee McRae, Project Administrator. Berkeley, Calif.: Quest for the Renaissance Project, 1989. Readings, including excerpts from primary sources accompanied by discussion questions, fill this resource for students and teachers. Topics such as clothing, education, women, games and entertainment, instruments and music, and food are the subjects of the chapters. Another title, McRae's *Songs of the Renaissance with Historical Commentary*, relates the sources of European songs to the lives of Leonardo, Columbus, Martin Luther, Queen Elizabeth I, Shakespeare, and more. Inquiries regarding both works should be addressed to Lee McRae at 2130 Carleton Street, Berkeley, CA 94704, (510) 848-5591.

**The Harmony of the World* (audiocassette). New Haven, Conn.: The Kepler Label, n.d. Described as "a planetarium for the ear," this cassette recording captures in sound what Johannes Kepler calculated in numbers, i.e., the "music of the spheres." Using computers and music synthesizers, researchers at Yale University have proven Kepler right in his assertion that harmonious relationships exist in celestial mechanics. One passage on the cassette allows students to hear the theoretical sounds of nine planets in Earth's solar system, six of which were known in Kepler's time. For the scientifically inclined, a duplication of an explicatory article from *American Scientist* is available. The effectiveness of the cassette has been demonstrated several times with middle graders studying the Scientific Revolution. Interested persons should write the Kepler Label, P.O. Box 1779, New Haven, CT 06507.

Hibbard, Howard. *Michelangelo: Painter, Sculptor, Architect*. New York: The Vendome Press, 1978. Beautiful color and black-and-white plates illustrate this oversize biography of Michelangelo. The text abounds with excerpts from primary sources.

**Howarth, Sarah. *Renaissance People*. Brookfield, Conn.: Millbrook, 1992. The author describes developments of the Renaissance period and how they began to change society. The students will learn about how people looked at the world, including new ways of making money; new ways of thinking about power, politics, and war; and new ideas about science, religion, architecture, art, and literature. The text focuses on 13 typical Renaissance personae—artist, banker, explorer, prince, courtiers, mercenary, architect, writer, craftsman, Protestant, alchemist, witch, and beggar. A variety of illustrations and quotations enlivens the text. This is a useful resource for students, as is a companion volume, *Renaissance Places*, by the same author.

*Italian Renaissance Art and Architecture: Middle School.* Boulder, Colo.: Alarion Press, n.d. The political and social structure of Renaissance Italy is documented in this filmstrip or videotape on art and architecture. The works of Leonardo da Vinci, Michelangelo, Brunelleschi, and Raphael are emphasized. The sound filmstrip or videotape is available from Alarion Press, P.O. Box 1882, Boulder, CO 80306.

Jacobs, David. *Master Painters of the Renaissance.* New York: Viking, 1968. This is a good student resource for short biographies of the most famous of the Renaissance painters: Giotto, Masaccio, Piero della Francesca, Botticelli, Leonardo, Raphael, Michelangelo, Giorgione, Titian, and Tintoretto. Forty-two color plates illustrate the works of these famous painters. Though out of print, this volume is worth seeking in libraries.

Jeffery, David. "A Renaissance for Michelangelo." *National Geographic* (December, 1989), pp. 688–713. This article commemorates the restoration of Michelangelo's paintings on the ceiling and walls of the Vatican's Sistine Chapel.

*The Life of Leonardo da Vinci.* Crystal Productions, Glenview, Illinois. This video portrait in three parts (4 1/2 hours) was produced and played by 100 actors on location in Italy to portray the life and work of the fifteenth-century artist, architect, inventor, and city planner.

Machiavelli, Niccolo. *The Prince.* Translated by George Bull. New York: Penguin, 1981. Considered the bible of pragmatic politics—in contrast to the idealism so prevalent at the time—Machiavelli's treatise addresses the practical aspects of governing. It is recommended for teachers' reading.

Marcus, Rebecca. *Galileo and Experimental Science. Immortals of Science* series. New York: Franklin Watts, 1961. Galileo's experiments with optics, his telescope, and his trial are the subjects of this resource for students and teachers.

*Masterpieces of Italian Art* series. Crystal Productions, Glenview, Illinois. This videodisk series includes five disks that can be purchased separately or as a complete series. The set is a comprehensive survey of Italian art, with hundreds of still images on each disk. Titles in the series include:

*Greek to Gothic*
*Birth of the Renaissance: Giotto to Masaccio*
*Fifteenth Century: Renaissance in Full Bloom*
*da Vinci, Michelangelo, Raphael, and Titian*
*Caravaggio and the Baroque*

*Michelangelo: Self-Portrait.* Crystal Productions, Glenview, Illinois. This set of two interactive videodisks combines the Oscar-winning film *The Titan: Story of Michelangelo* with a complete still-frame catalog of his works. A second sound track includes readings of his letters and poetry. The nudity in some of the artworks requires teachers to evaluate the maturity of their students as well as their own manner of presentation when using this videodisk in class.

National Center for History in the Schools, University of California, Los Angeles. The center conducts a cooperative research program that actively develops, field-tests, revises, and publishes instructional units for history–social science teachers. Its catalogue is varied and growing. Contact the Center at: Moore Hall 231, 405 Hilgard Avenue, Los Angeles, CA 90024-1521, (310) 825-4702.

*Newscasts of the Past: A Global History Series*. Newscasts, Inc., n.d. This series of 14-minute videotapes follows a newscast format in depicting events that occurred around the globe on a given day during the Middle Ages and the Renaissance. Dates that are relevant to this unit are April 18, 1521, which focuses on Martin Luther, the suspension of the Portuguese slave trade by the African king Alfonso, the papal decree to burn books containing heretical ideas, a review of the contributions of Leonardo da Vinci, and a debate about laws proposed for the relief of the poor; and October 23, 1642, with stories about the English Civil War, Catholic protests of King Charles's resettlement policies, the repudiation of Galileo, the completion of the Taj Mahal, and a debate over the morality of witch trials. This series is available from social studies supply houses.

O'Neill, Judith. *Martin Luther*. Minneapolis, Minn.: Lerner, 1979. This is one of the few biographies for young readers that deal with the Reformation.

**Parker, Steve. *Galileo and the Universe*. *Science Discoveries* series. New York: HarperCollins, 1992. In fewer than 30 pages, Parker captures the life and times of the historic mathematics professor, Galileo. The book has strong visual appeal—students will enjoy the marginal diagrams; two-page illustrations; and pictures from such sources as NASA, the National Portrait Gallery of London, and the Mansell collection. The final chapter gives readers a better understanding of the events that followed from Galileo's discoveries, and a time line of world events provides a global backdrop to his life.

*Raphael*. Crystal Productions, Box 2159, Glenview, IL 60025. A three-part series (60 minutes each) on Raphael's work, this videotape was shot in locations where he lived and worked. The series includes "The Apprentice Years," "The Prince of Painters," and "Legend and Legacy."

**Reese, Lyn. "The Needle and the Brush," in *Spindle Stories: World History Units for the Middle Grades, Book One*. Berkeley, Calif.: Women in the World Curriculum Resource Project, 1990. Through the medium of the short story, this resource for teachers presents a unit on women in Renaissance Florence.

*Renaissance Gallery*. Philips Interactive Media, 11111 Santa Monica Blvd., Los Angeles, CA 90025, (800) 845-7301. In a breathtaking interactive "tour," viewers plot their own course through the masterpieces and music of the Italian High Renaissance. Accompanied by digital recordings of Palestrina, Gabrieli, da Milano, and others, viewers can study Giotto's frescos or the Sistine Chapel. Also available from this source is *Renaissance of Florence*, which brings to life the art, music, and architecture of fifteenth-century Florence.

*The Renaissance, Maker of Modern Man.* Edited by Merle Severy. Washington, D.C., National Geographic Society, 1970. Beautifully illustrated with high-quality photographs, this book includes essays about religion and the Reformation, Elizabethan England, the Florentine Renaissance, the papacy and the church, art and architecture, and Spain in its golden age.

*Richmond, Robin. *Introducing Michelangelo*. Boston: Little, Brown, 1991. Born in Italy over 500 years ago, Michelangelo continues to inspire humans through his sculpture and painting. Richmond writes for middle grade readers and the narrative, examples, and layout appeal to seventh graders. Frontal nudity in some of the artworks requires teachers to judge the maturity of their students (as well as their own manner of presentation) before introducing this book in class.

Roberts, Martin. *The Italian Renaissance*. *Longman Origin* series. White Plains, N.Y.: Longman, n.d. This student book reviews the complexities of the Italian Renaissance through individual artists and thinkers. The author uses illustrations and written sources to describe the period and its concept of patronage and achievement in art, science, and ideas.

Rumsey, Thomas R. *Men and Women of the Renaissance and Reformation 1300–1600*. Casady School, Oklahoma City: Independent School Press, 1981. This student book portrays influential personages and significant events of the Renaissance and Reformation periods. It contains lively prose, 100 masterwork illustrations, and genealogical tables.

Saavedra, Miguel de Cervantes. *Don Quixote and Sancho Panza*. New York: Charles Scribner, 1992. This student book relates the troublesome adventures and "ironic nobility" of a knight devoted to chivalry—albeit centuries too late—and of his loyal "squire," a gullible peasant.

Severy, Merle. "The World of Martin Luther." *National Geographic* (October, 1983), pp. 418–463. This article tells of the sixteenth-century world of Martin Luther and his challenge to the Roman Catholic church, a challenge that sparked the Reformation.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482. Select from 40 reproductions classified under the Italian Renaissance and the Northern Renaissance, including such works as:

Raphael, *The Cowper Madonna*
Paolo Uccello, *Battle of San Romano*
Leonardo da Vinci, *Mona Lisa*
Pieter Brueghel, *Harvesters*
Quentin Metsys, *Moneylender and His Wife*

Simon, Edith, and the editors of Time-Life Books. *The Reformation.* GREAT AGES OF MAN series. Alexandria, Va.: Time-Life Books, 1966. Causes and effects of the great movement known as the Reformation are examined through narrative text and photographs of primary source materials. It is available through libraries.

*Snellgrove, L. E. *The Early Modern Age.* Essex, England: Longman Group, 1972. With its focus on England's role in European history between 1453 and 1715, this student textbook offers an interesting and informative narrative. Though written for somewhat older students, it is still useful in seventh grade.

*Stanley, Diane, and Peter Vennema. *Bard of Avon, The Story of William Shakespeare.* New York: Morrow Junior Books, 1992. This sophisticated picture book is the biography of the glove maker's son who became famous for his plays in Elizabethan England. Scrupulously researched, the book is recommended for students as an introduction to Shakespeare's life and times. A postscript provides history–social science teachers with information regarding Shakespeare's impact on the development of the English language. The authors also penned *Good Queen Bess: The Story of Elizabeth of England.*

Stearns, Monroe. *Michelangelo.* IMMORTALS OF ART series. New York: Franklin Watts, 1970. The multifaceted career of Michelangelo and the environment in which it took place are described in this teachers' resource.

Symcox, Linda. *Crowning the Cathedral of Florence: Brunelleschi Builds His Dome.* Los Angeles: National Center for History in the Schools, University of California, Los Angeles, 1991. This teachers' resource consists of an instructional unit in which the building of the cathedral of Florence becomes the focus for a study of the impact of Roman, Byzantine, and Renaissance architecture on styles to follow. The building of the great cathedral is seen in relationship to the responsive environment of Florence at the time, demonstrating the significance of a positive political and social climate on artistic achievements. Inquiries should be directed to the publisher: (310) 825-4702.

*The Unknown Leonardo.* Edited by Ladislao Reti. New York: McGraw-Hill, 1974. The painter, writer, engineer, draftsman, and architect in the person of Leonardo da Vinci are described by noted scholars in this heavily illustrated compendium. Many of the illustrations are from Leonardo's notebooks and include his handwritten explanations.

*Venice, A Documentary History, 1450–1630.* Edited by David Chambers and Brian Pullan, with Jennifer Fletcher. Cambridge, Mass.: Blackwell Publishers, 1993. The history of the city-state of Venice is drawn from extracts of documents of the time: chronicles, diaries, controversial writings, legislation, petitions, books of guilds and religious brotherhoods, wills, and notarial acts. Most of the important materials in the book have not been previously available in English. It is recommended for teachers.

Ventura, Pietro. *Michelangelo's World.* New York: G. P. Putnam's Sons, 1988. Michelangelo tells his own story in this fascinating book for both students and teachers. Only 48 pages long, it can be read independently by students, or it can be read aloud to them.

Ventura, Piero, and Gian Paolo Ceserani. *Grand Constructions.* New York: Putnam, 1983. Wondrous architectural feats are the subjects of this book. It takes the reader through descriptions of Stonehenge, the ziggurats and pyramids, Greek and Roman temples, the castles and cathedrals of the Middle Ages and the Renaissance, palaces, sports complexes, and skyscrapers. It is ideal for students to use in comparing and contrasting various types of architecture throughout history.

**Voyages of Discovery, A.D. 1400–1500.* TIMEFRAME series. Alexandria, Va.: Time-Life Books, 1989. The advent of the Italian Renaissance is covered in the first chapter of this handsomely illustrated volume.

*Wood, Tim. *The Renaissance.* SEE THROUGH HISTORY series. New York: Viking, 1993. Students can discover the achievements of the Renaissance and peel back the transparency pages for a detailed look at a townhouse, a cathedral, and a workshop. This and the other titles in the SEE THROUGH HISTORY series reflect a sophisticated approach to picture books for middle school students.

Zammattio, Carlo; Augusto Marinoni; and Anna Maria Brizio. *Leonardo the Scientist.* New York: McGraw-Hill, 1980. This student book contains 225 illustrations by Leonardo, an appendix on his life, and reproductions of his works. The authors portray Leonardo as an artist, an engineer, and a scientist who merged mathematics and experimental activity.

## *Unit X*

# *Early Modern Europe: The Age of Exploration to the Enlightenment*

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(See pages 67–68 of the *History–Social Science Framework.*)

**Suggested Time for the Unit:** 22 class periods

| **Topics in Unit X:** | **Suggested Time:** |
|---|---|
| ■ The Age of Exploration: Spanish, Portuguese, and English ventures, including maritime rivalries and economic motivations; the Spanish Armada and the consequences of its defeat; Spanish conquests in the Americas | 8 class periods |
| ■ Northern European seaports: cultures and commerce | 1 class period |
| ■ Origins and development of the free enterprise system | 4 class periods |
| ■ Changing ideas of the seventeenth and eighteenth centuries<br>• The triumph of representative government: the English Bill of Rights<br>• Major Enlightenment figures and ideas (e.g., *les philosophes*, Montesquieu)<br>• The impact of the Enlightenment on Europe and America<br>• Principles from the Magna Carta as seen in the English Bill of Rights, the American Declaration of Independence, and the French Declaration of the Rights of Man and the Citizen | 9 class periods |

| **Sample Topic:** | **Suggested Time for the Topic:** |
|---|---|
| Changing ideas of the seventeenth and eighteenth centuries (selections from the previous topic) | 5 class periods |

# Uses and Significance of the Topic

Nature and Nature's laws lay hid in night:
God said, Let Newton be! and all was light.

*(Alexander Pope, "Intended for Sir Isaac Newton in Westminster Abby")*[1]

Although the Enlightenment was full of enlighteners, it was singularly lacking in light.

(Attributed to Samuel Taylor Coleridge)[2]

Optimism was characteristic of the historical period known as both the Enlightenment and the Age of Reason. Following on the heels of advancements in scientific discovery and method (exemplified by the writings of Isaac Newton and René Descartes), the era was sanguine with doctrines of progress, rationality, political reform, and secularism. The European reaction against the terrible passions of religious wars became allied with the celebration of reason. "For modes of faith, let graceless zealots fight," wrote Pope in his *Essay on Man*, a statement that caught the spirit of the times. Instead of warfare, the rational demonstration of the truth of one's position would reign.

France was the intellectual center of the Enlightenment, though all of Western Europe, Great Britain, and even Russia were influenced by *les philosophes*, the group of French intellectuals that counted Voltaire and Rousseau among its oracles. Proceeding from the Newtonian view of an orderly and harmonious nature that is governed by predictable laws, *les philosophes* leaped to the conclusion that human society could also be orderly, harmonious, and predictable if governed by its own "natural" laws. Since educated, right-reasoned men are capable of agreeing on natural and beneficial human laws, progress would be inevitable. After all, they reasoned, there is nothing evil or regressive in human nature. However, progress toward this state of perfection would require the eradication of the older order.[3]

Not all intellectuals of the day were flushed with these notions. One of the first points to be made with students is that the era encompassed ideas that differed from the world view of *les philosophes*. The historical grounding of Montesquieu, for example, contrasts with the disregard of the past of Jean Jacques Rousseau, his contemporary.

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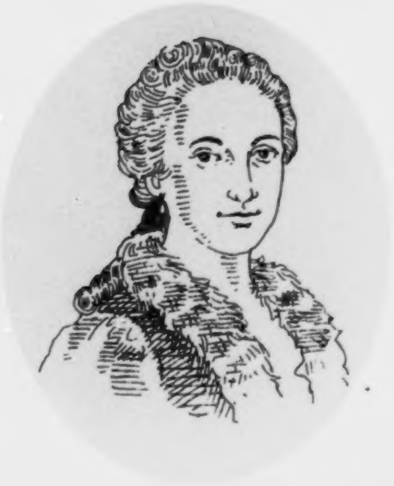
[1] See Alexander Pope, *Collected Poems*. EVERYMAN'S LIBRARY. Edited by Bonamy Dobrée. London, U.K.: J. M. Dent, 1983, p. 122.

[2] The statement is an apt paraphrase of Coleridge's views, expressed in such prose works as *The Friend* and *Lay Sermons*. See especially the essays "On the Principles of Political Knowledge" and "The Statesman's Manual," in volumes 4 and 6 of *THE COLLECTED WORKS OF SAMUEL TAYLOR COLERIDGE*, edited by Kathleen Coburn and others. Princeton, N.J.: Princeton University Press, 1972.

[3] For a concise summary of their views, refer to *Democracy's Untold Story: What World History Textbooks Neglect*, by Paul Gagnon. Washington, D.C.: American Federation of Teachers, 1987, pp. 75–77.



Maria Gaetana Agnesi

Differences among other such figures as the Marquis de Condorcet, David Hume, Edmund Burke, John Locke, Thomas Paine, Thomas Jefferson, and the Adamses illustrate the point further. In fact, the international influence of French Enlightenment thinkers varied in extent and effect. Some historians even identify three Enlightenments (French, English/Scottish, and American) and delineate important distinctions among them. This is an idea teachers should keep in mind when preparing presentations and lessons for this unit.

While an introduction to *les philosophes* is one valid topic for this unit, students also need to examine some of the social changes of the period and chart the continuing development of democratic principles. The sample lesson encompasses all of these topics. For example, activities in "Beginning the Topic" point out the changing ideas regarding the roles of women in society. Students learn of two notable scholars whose accomplishments raised them above the more widely accepted role of women, even though some historians contend that the rights of women declined during the eighteenth century. The lives of Emilie du Châtelet and Maria Agnesi also provide glimpses into the social milieus from which these women came.[4]

"Developing the Topic" and "Culminating the Topic" highlight the continu-

## Coordination with State-Adopted Textbook

**Chapter 14 (pages 362–391), chapter 17 (pages 448–473), and lessons 1–3 of chapter 18 (pages 474–496) relate specifically to this unit. If pupils have not yet studied the Spanish conquest of American civilizations, lesson 3 of chapter 16 (pages 437–447) is essential at this time.**

**Lesson 4 of chapter 18 in *Across the Centuries* (pages 497–502) also relates to some of the content described in the *History–Social Science Framework* for this unit.**

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[4] Students should learn that writers of the era generally used the terms *man* and *men* to refer to all humanity. Pope's *Essay on Man* is one notable example. David Hume's *Political Discourse* provides another: "There is in all men, male or female, a desire and power of generation more active than is ever universally exerted." This usage, by no means limited to the Age of Reason, needs to be understood by students.

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ing emphasis on democratic ideals and institutions, especially representational government, with an introduction to Montesquieu's ideas regarding the separation of political powers. Other featured activities relate to the English Bill of Rights, the U.S. Constitution, and the French Declaration of the Rights of Man and of the Citizen, culminating with the completion of the comparison chart begun during Unit VIII.

The exact extent of the influence of French Enlightenment thinkers on the founders of the United States is a matter of some disagreement among historians. Teachers interested in pursuing this stimulating topic are referred to such works as *The Origins of American Constitutionalism*, by Donald S. Lutz (Louisiana State University Press, 1988); *Requiem: Variations on Eighteenth-Century Themes*, by Forrest McDonald and Ellen Shapiro McDonald (University Press of Kansas, 1988); *The Declaration of Independence: A Study in the History of Political Ideas*, by Carl L. Becker (Random House, 1958); *Beyond Confederation: Origins of the Constitution and American National Identity*, edited by Richard R. Beeman (University of North Carolina Press, 1987); and *The Enlightenment in America*, by Henry F. May (Oxford University Press, 1976).

Emilie du Châtelet

## Presentation and Activities

A

### Beginning the Topic

1. The salons of Paris were convivial and stimulating gathering places for philosophers of the French Enlightenment. The wealthy and cultured Thérèse Geoffrin was one of the most prominent salon hostesses, entertaining such divergent thinkers as Diderot, Rousseau, and Montesquieu as well as prominent artists and musicians.

Chapter 30 of Peck and Bauman's *The Age of Europe* (pages 203–207) provides background information on Geoffrin's salon and her guests. To the soft strains of *Les graces*, by Jacques Duphly (see "Visual and Performing Arts Resources"), the teacher introduces the topic, based on an account in *The Age* *of Europe*. To dramatize the period, the teacher reads aloud an excerpt from a mock diary of Geoffrin:

> Rousseau and Diderot do not seem to be getting along lately. Today they argued about the place of women in society. Rousseau believes that women should stay at home. He says they should be educated only on how to run a house and raise children. Diderot thinks that women should be free to learn about the world.
>
> I agree with Diderot. Women are proving their ability to learn things that used to be only for men. They are even becoming scientists! Voltaire's great love, Emilie du Châtelet, is a brilliant scientist. Besides, I don't think Rousseau has the right to put down women. After all, it was a woman, Madame Warens, who helped support him and his family for years.[5]

During the Enlightenment, some women, such as Emilie du Châtelet and Maria Gaetana Agnesi, became important scholars. Though very different from each other, each woman was recognized in the fields of mathematics and science, and both produced important works in their disciplines.

Half of the class is assigned to read about and study the life of Emilie du Châtelet, and the other half, Maria Gaetana Agnesi (see Appendix X-1). Partnerships are then formed, comprising one expert on du Châtelet and one on Agnesi. Partners share their information with each other, checking for understanding and tutoring when necessary. Study sheets may help students focus on such things as the accomplishments of each woman, the obstacles she faced, and the culture in which she was raised.

Following this activity, students are asked to briefly compare and contrast the life-styles and careers of the two women and make conjectures as to why their lives ran on different tracks from those of other women of the time. Questions that students may consider include:

- What were the common or similar experiences in the lives of the two women?
- With what kinds of societies were both women most familiar (e.g., urban or rural, high or low society, famous or obscure)?
- What traits of character did each woman seem to possess that aided her professional accomplishment?
- Other than their own abilities, what factors helped them to accomplish their career goals?

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[5] Ira Peck and Elise Bauman, *The Age of Europe*, *Scholastic World History Program*, New York: Scholastic, 1987, p. 205. Used by permission.

- How are career opportunities for women different or similar today?
- If du Châtelet and Agnesi were to visit the classroom, what advice would each woman likely give to students regarding education or accomplishment?

2. On the same day that the du Châtelet/Agnesi activity is conducted in the history–social science class, a correlated lesson incorporating dance, music, and the visual arts may be presented during a different class period. Such a lesson can include more examples of changing ideas regarding the roles of women. (See the second anecdote in "Extended and Correlated Activities.")

**B**

## Developing the Topic

During the study of the Glorious Revolution and the rise of a constitutional monarchy, students should become familiar with the English Bill of Rights. This landmark in the evolution of representative government clarified and specified Parliament's rights to debate freely, pass laws, and control taxation. The bill and accompanying laws provided for the English monarch's maintenance of an army only with the approval of Parliament. It also required that English monarchs always be members of the Church of England.

In conjunction with this topic, teachers may refer to chapter 33 "The English Revolution," in Peck and Bauman's *The Age of Europe*, pages 220–225 (see "Resources for the Sample Topic") or *Across the Centuries*, pages 462–463. The activities described on page 43 of the *Teachers' Resource Manual for The Age of Europe* focus on the major provisions of the English Bill of Rights. (Excerpts from this document are presented in Appendix X-2.)

As they did in the culminating activity for Unit VIII on the Magna Carta, students investigate basic questions regarding the document. How does the English Bill of Rights limit yet preserve the notion of the "divine right" of kings? How does it strengthen the powers of Parliament? In the shorter statements of the Bill of Rights (usually beginning with the word *that*), what principles or ideas reflect ideas in the Magna Carta?

Students add to the chart begun in Unit VIII so that it now reflects how the principles embodied in the Magna Carta are further developed in the English Bill of Rights (see Figure X-1).

## *Figure X-1*

## Comparison of Three Historical Documents

| *Principle* | *The Magna Carta (1215)* | *English Bill of Rights (1689)* | *American Declaration of Independence (1776)* | |
|---|---|---|---|---|
| Rule of law | Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne. | It is illegal for the king to suspend or dispense with laws. | King George III has broken the laws and refused rights of colonists; the people, therefore "throw off" his government of tyranny and reestablish rights under rule of law. | |
| Balance of power | Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power. | Free elections of Parliament are called for. Subjects have the right to petition the king without punishment. The king can maintain an army only with the approval of Parliament. | The king has demanded that some of his subjects give up the right of representation in legislature. | |
| Power of the purse | The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals. | Levying taxes by the Crown without grant of Parliament is illegal. | The king has imposed taxes on colonists without their consent. | |
| Security of private property | Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects. | "All rights and liberties . . ." are secured (includes landowners' rights). | The king has "plundered our seas, ravaged our coasts, burned our towns, destroyed the lives of our people." | |
| Limited government | There are limits to the powers of both the king and his barons. This idea relates to balance of power. | The king is clearly prohibited from certain actions so that the rights of nobility and others are protected. | Governments should protect the rights and liberties of citizens. The king has opposed citizens' rights and liberties. A new nation must be formed to protect them. | |
| Due process of law | Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment. | "Fines and forfeitures . . . before conviction . . . are illegal and void." | The king has refused to agree to laws related to justice; he has made some judges dependent on his will. | |
| Judgment by one's peers | This idea is the "seed" of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers. | Jurors (freeholders) are to be impaneled and may pass judgment. | The king has deprived many colonial citizens of the benefits of trial by jury. | |

# The Triumph of Representative Government

In England the idea of representative government won out over the idea of absolute monarchy. This happened for many reasons. Parliament had had important rights ever since medieval times. It has won the important right to approve the taxes of the king. Other representative assemblies had never obtained these important rights. Also, unlike the Estates-General in France, the House of Commons and the House of Lords worked together to limit the power of the king. The middle class in the House of Commons did not feel that they were being held down by the nobles. Both groups were taxed equally. Both had equal voice in government.

Not all groups in English society were represented in Parliament. In order to vote an Englishman had to have a certain amount of land or property. He also had to pay a certain amount in taxes before he could vote or serve as a member of Parliament. Thus only the well-to-do members of the middle class were represented in Parliament in the seventeenth century. Still, it was the beginning of the idea that people other than nobles and clergy had the right to some say in government.

People living under absolute monarchs in other European nations saw what was happening in England. They saw that English people had representation in their government. They, too, began to demand some say in their governments. Many Europeans of all classes began to turn away from the idea of absolute monarchy toward the idea of representative government.

Do you think that an absolute monarch who believed in the divine right of kings would be willing to grant his subjects more say in running the country? Why or why not?

Source: *The Challenge of Change, Concepts and Inquiry. The Human Adventure* series, Learner Verified Edition II, p. 3. Prepared by the social science staff of the Educational Research Council of America, Mary Catherine English, Editor in Chief. Allyn and Bacon, 1975. Used by permission of the Center for Learning, 21590 Center Ridge Road, Rocky River, OH 44116.

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The following activities introduce Montesquieu's idea of the separation of powers.

1. Students are asked to imagine that they have been assigned the task of designing a government for their class. They begin by identifying some of the tasks of government (e.g., making laws, collecting taxes, ensuring public safety, enlisting and maintaining national defense). Would these tasks be better assigned to groups or individuals? Who will be given the power to make laws? To see that laws are enforced? To judge grievances or crimes? Why?

   After conversing in small groups, students share ideas, which are recorded on the chalkboard. Students might think about the power structure of their student council: Are responsibilities shared among members? How do members of the student body make their wishes known to council members? What might be the possible outcomes if all power and will were vested in one student in the classroom?

   In connection with this last question, students review the term *absolutism*. Actions by such kings as France's Louis XIV may be referred to as examples; students may also reconsider the actions of King John studied in Unit VIII. Pertinent passages from textbooks may be referenced.

   This exercise prepares students for examining another example of the changing ideas expressed by Montesquieu, this time related to government. A second excerpt from the mock diary in *The Age of Europe* is read aloud, and students note Montesquieu's ideas:

> March 10, 1761
>
> Today our king, Louis XV, announced that he will take all responsibility for ruling France. This reminded me of the ideas of my late friend Baron de Montesquieu. I hunted up the Baron's book, *The Spirit of Laws*, and reread it.
>
> The Baron would never have approved of the way Louis rules. The Baron always said that government should be divided into three parts. First, the King or Queen should have executive power. This means that he or she would appoint public officials, head the army, deal with other countries, and see that the laws are carried out.
>
> According to the Baron, the second branch of the government should be legislative. This branch would have the power to make laws. Montesquieu believes that this part of the government should be made up of talented nobles.

> The Baron says that the third part of government should be some kind of high court. Lawsuits could be settled there.
>
> The whole point of Montesquieu's three-part government is that no part has too much power. Also, each part can use its power to limit the powers of the others. That way, no person or group of people can have complete authority over everyone else.
>
> Montesquieu's system has worked in England. I wonder if it can succeed in France?[9]

2. Charles Louis de Secondat, Baron de Montesquieu (1689–1755), was a French judge and intellectual who studied historical governments. It disturbed him that governments often abuse or take advantage of their citizens. Montesquieu knew that the essence of government—any government—is power. Somehow, he reasoned, there must be a way to let government function but also limit the chances for abuses of power. Montesquieu studied two governments closely: that of England of his day and that of ancient Rome.

   How were Montesquieu's ideas about government different from or similar to students' ideas about student government? How did his ideas differ from those of the absolute monarchy under which he lived? From the reading, what do we know of separation of powers?

   A transparency of the chart titled "The Government of the Roman Republic" (Figure X-2) is shown. How does the government of the Roman republic reflect Montesquieu's beliefs about government? What features of the Roman government did Montesquieu most likely admire?

   What features of English government did Montesquieu most likely admire? Students draw on what they have learned of England's government (constitutional monarchy, Parliament, and the English Bill of Rights) and share ideas. A diagram comparing the English government with that of the Roman republic can be made.

3. It is important for students to understand that ideas have consequences and to see how Montesquieu's ideas have become part of American citizens' way of life. The class is given copies of the U.S. Constitution. Students are reminded that it was written over 30 years after Montesquieu's death. Part of the class meets in a group to examine Article 1 of the constitution; a second group is assigned Article 2 to examine; a third group

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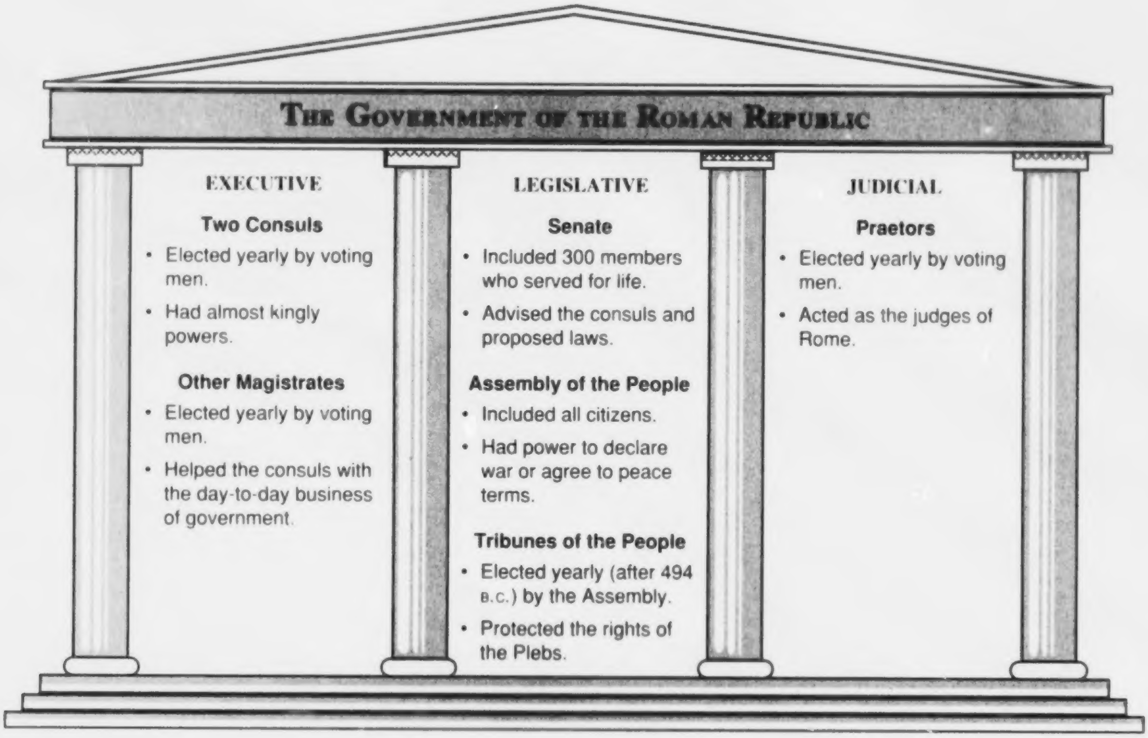
[9] *The Age of Europe*, p. 207.

*Figure X-2*

# The Government of the Roman Republic



EXECUTIVE

**Two Consuls**

- Elected yearly by voting men.
- Had almost kingly powers.

**Other Magistrates**

- Elected yearly by voting men.
- Helped the consuls with the day-to-day business of government.

LEGISLATIVE

**Senate**

- Included 300 members who served for life.
- Advised the consuls and proposed laws.

**Assembly of the People**

- Included all citizens.
- Had power to declare war or agree to peace terms.

**Tribunes of the People**

- Elected yearly (after 494 B.C.) by the Assembly.
- Protected the rights of the Plebs.

JUDICIAL

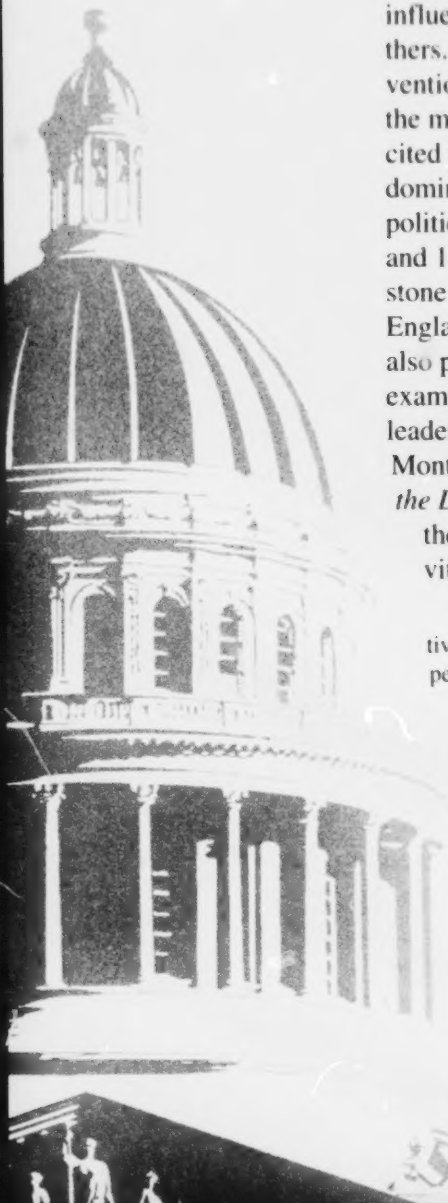
**Praetors**

- Elected yearly by voting men.
- Acted as the judges of Rome.

Source: *Greek and Roman Civilization*, Learner Verified Edition II. Needham Heights, Mass.: Allyn and Bacon, pp. 78–79, *CONCEPTS AND INQUIRY* series, 1975, Mary Catherine English, Editor in Chief. Used by permission of the Center for Learning, 21590 Center Ridge Road, Rocky River, OH 44116.

examines Article 3. Groups determine which part of Montesquieu's ideas, described in the mock diary, relates to the article they examined.

After the sharing and discussion, the teacher explains Montesquieu's influence on the Founding Fathers. At the Constitutional Convention of 1787, Montesquieu was the most frequently quoted and cited secular thinker. He was a dominant influence on American political thought between 1760 and 1805. (Significantly, Blackstone and Plutarch, who wrote of England and Rome, respectively, also provided the founders with examples of government and leadership.) Excerpts from Montesquieu's book *The Spirit of the Laws* explain why he believed the separation of powers to be vital for citizens' well-being:



> When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because . . . the same monarch or senate [can] enact tyrannical laws. . . . Again there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression.
>
> There would be an end of everything, were the same man or body, whether of the nobles or of the people, to exercise those three powers, that of enacting laws, that of executing the public resolutions, and of trying the causes of individuals. . . . In Turkey, where these powers are united in the Sultan's person, the subjects groan under the most dreadful oppression.[7]

It was Montesquieu's belief that no one person, political body, or office ought to possess unlimited, unchecked power, either within the central government or across society as a whole. Montesquieu was well aware that a separation of powers within the central government and a balance of power among forces and other authorities in the society as a whole would slow down the speed with which a government could act, whereas an order from an absolute ruler could be carried out almost immediately. Why, therefore, didn't Montesquieu prefer the more immediate efficiency of a monarchy or of a dictatorship such as that of Julius Caesar at the end of the Roman republic?

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[7] Baron de Montesquieu. *The Spirit of the Laws*. Translated by Thomas Nugent. New York: Hafner Publishing Company, 1949, pp. 149–152.

In their own words, students now define the term *separation of powers.*[8] For an extended homework assignment, students examine newspapers and magazines and listen to radio and television news broadcasts to gather examples of the separation of powers as manifested today. How can separation of powers be seen in California's state government?

## Culminating the Topic

1. Later in the unit, as a culminating activity, students complete the large "Comparison of Historical Documents," chart, showing how principles implicit in the Magna Carta were more fully developed in the U.S. Constitution and its first ten amendments (the Bill of Rights). Beyond the list of charted concepts, students should also identify some specific freedoms our nation enjoys, such as freedom of speech, religion, and the press.

   The American documents are commonly found in encyclopedias and in U.S. history textbooks, and an example of the wall chart is given in Figure X-3. What might King John's barons say if they could see the impact that the Magna Carta has had?

2. Later in the unit, students should examine the French Declaration of the Rights of Man and of the Citizen in the context of its historical development. Again, resources such as Peck and Bauman's *The Age of Europe*, pages 231–235, or the textbook *Across the Centuries*, pages 483–485, may be used for background reading. Appendix X-3 includes passages from the French Declaration, to be used as a primary source.

   In its language and full implications, the French Declaration incorporated major ideas from Voltaire, Rousseau, D'Alembert, and other Enlightenment figures. Further, the French National Assembly differed significantly from the Philadelphia convention in general expectations, assumptions, and world views. Although there are similarities between the French and American documents, the American and English documents share a common heritage rooted in English custom, law, rights, and immunities, and, therefore, are more similar to each other.

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[8] Teachers should note that, in these course models, the term *separation of powers* is used to refer to the specific division and apportionment of powers to the different branches of the central government (i.e., executive, legislative, and judicial). A different term, *balance of power*, is more generic and encompasses a wide variety of power relationships, not necessarily assigned or delegated: power among nations or within a nation; among individuals or groups possessing arms, land, wealth, skills, abilities, functions, prestige, influence; among ethnic groups, religious groups, social classes; power based on geographical location; and other factors. Balance of power can be stable or fluctuating, depending on social, economic, and political conditions. In the U.S. Constitution, the American federal structure, leaving many powers to the states, is one expression of balance of power. As the term is used in this publication, separation of powers refers to constitutionally balanced political power in the central government.

To respect the differences and also to help students to see similarities, teachers develop a separate chart for the French Declaration. Students consider the question, What ideas in the French Declaration are similar to those in the English and American documents studied earlier? For special reference, certain passages in the excerpt from the French Declaration in Appendix X-3 appear in bold print. (See Figure X-4 for a sample chart.) The similarities and differences between American and French ideas are studied more thoroughly in tenth, eleventh, and twelfth grades.

3. As a closing activity, teachers may lead students in a "grand conversation" on such questions as:
   - Why is it important for American students to be familiar with such documents as the Magna Carta and the Declaration of Independence?
   - What do the writers of these documents seem to be saying about the dignity and worth of individuals and the sanctity of life?
   - If a new nation were claiming to be a "free" country (one protecting citizens' liberties and representative government), what questions would you consider to determine whether that nation were, in fact, free? What are some instances, real or hypothetical, that would show how a constitution could be contrary to the ideas of freedom and representative government?

In a grand conversation, the class and teacher are seated in a circle or horseshoe formation. The teacher or other group leader poses a question to initiate discussion. The leader encourages students' participation by engaging students in the discussion, asking for clarification, and introducing new questions to keep the conversation moving. The leader is also permitted to participate in the discussion. A record of comments is kept so that salient points are reviewed at the end of the conversation. A supportive and well-paced atmosphere is essential for the success of this

## *Figure X-3*

## Comparison of Four Historical Documents

| *Principle* | *The Magna Carta (1215)* | *English Bill of Rights (1689)* | *American Declaration of Independence (1776)* | *U.S. Constitution and Bill of Rights (1789)* |
|---|---|---|---|---|
| Rule of law | Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne. | It is illegal for the king to suspend or dispense with laws. | King George III has broken the laws and refused rights of colonists; the people, therefore "throw off" his government of tyranny and reestablish rights under rule of law. | The Constitution and the Bill of Rights establish rule of law for the new nation. |
| Balance of power | Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power. | Free elections of Parliament are called for. Subjects have the right to petition the king without punishment. The king can maintain an army only with the approval of Parliament. | The king has demanded that some of his subjects give up the right of representation in legislature. | Montesquieu's idea of "separation of powers" is incorporated. Citizens elect executives and legislators. |
| Power of the purse | The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals. | Levying taxes by the Crown without grant of Parliament is illegal. | The king has imposed taxes on colonists without their consent. | Any laws regarding taxation and appropriation are the responsibility of elected representatives. |
| Security of private property | Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects. | "All rights and liberties . . ." are secured (includes landowners' rights). | The king has "plundered our seas, ravaged our coasts, burned our towns, destroyed the lives of our people." | Article I, Section 10, and amendments 3 and 4 refer to the rights of people to be secure in their persons, houses, papers, effects. Amendment 6 forbids the taking of property without due process of law. |
| Limited government | There are limits to the powers of both the king and his barons. This idea relates to balance of power. | The king is clearly prohibited from certain actions so that the rights of nobility and others are protected. | Governments should protect the rights and liberties of citizens. The king has opposed citizens' rights and liberties. A new nation must be formed to protect them. | The purpose of the Constitution is to "secure the blessings of liberty" by specifically assigning and limiting the powers of government. |
| Due process of law | Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment. | "Fines and forfeitures . . . before conviction . . . are illegal and void." | The king has refused to agree to laws related to justice; he has made some judges dependent on his will. | The Bill of Rights guarantees due process. (Note especially amendments 5 and 8 of the Constitution.) |
| Judgment by one's peers | This idea is the "seed" of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers. | Jurors (freeholders) are to be impaneled and may pass judgment. | The king has deprived many colonial citizens of the benefits of trial by jury. | Amendments 6 and 7 of the Constitution guarantee trial by jury. |

*Figure X-4*

## Principles Stated in the French Declaration of the Rights of Man and the Citizen

| *Principle* | *French Declaration of the Rights of Man and of the Citizen (1789)* |
|---|---|
| Rule of law | **Authority is granted by the nation to an individual or body. All is conducted according to law.** |
| Balance of power | **Representatives of the French people are organized as a National Assembly. Article 1, Section 16, advocates separation of powers.** |
| Power of the purse | **Citizens or their representatives decide if appropriations are necessary and act accordingly.** |
| Security of private property | **Property is identified as one of the rights of man (see Article 1, Section 2).** |
| Limited government | **The Declaration was the preface to a proposed constitution that would outline the limits of government.** |
| Due process of law | **Accusation, arrest, and imprisonment must be done according to law; punishment is based on law.** |
| Judgment by one's peers | **All are equal before the law. (Juries are not specifically mentioned.)** |

strategy. Students may be asked to respond in their journals to one of the questions suggested earlier, a good way to end the activity.

## Activities for Other Topics

Four class periods are suggested for the study of the origins of capitalism and the development of the free enterprise system as an economic and philosophic concept. Six main aspects of this topic are:

- The fundamental principles and rationale for capitalism
- Concepts such as stock (capital), money, wages, profit, interest, competition, and self-interest
- Examples of free enterprise at work (e.g., creation of jobs)
- General differences between mercantilism and free trade
- General differences between laissez-faire and mixed economies
- Adam Smith (1723–1790) as a major economist and philosopher

In examining Adam Smith's beliefs and his far-reaching influence, students may read some brief passages from his *Theory of Moral Sentiments* and *Inquiry into the Nature and Causes of the Wealth of Nations*; a helpful resource for teachers is *The Wisdom of Adam Smith*, which contains numerous short excerpts categorized under such headings as Education, Conduct and Morality, Sympathy, and Self-Interest (see "General Resources"). Students should note Smith's ardent concern with issues of morality, virtue, and good conduct. Should there be a connection between economic theory and morality? What are the likely consequences when the two are separated? Explain what Smith meant when he said, "Self-command is not only itself a great virtue, but from it all the other virtues seem to derive their principal luster." Why is self-command essential? How do Smith's ideas blend easily with democratic ideals or values?

Smith's *Inquiry into the Nature and Causes of the Wealth of Nations* was published in 1776. The term *wealth of a nation* refers to the amount of goods produced by that nation each year. Smith believed that this wealth depends on how efficiently a nation uses its raw materials, labor, and capital; the use of these resources explains why some nations are richer than others. Smith stated that the intelligent use of labor and capital results in a wealthy nation; an unintelligent use of them causes a nation to be poor.

The impact of Adam Smith's works continues to be felt today. His ideas constitute an economic cornerstone of the competitive free market by which present-day democracies function. Many of his theories provide a convenient and logical link with the ideals of liberty and democracy. Research topics and questions may include:

- Is economic efficiency an important aim of a society? Explain.
- How does a society gain capital? (e.g., through domestic savings by private individuals or by the government; borrowing from foreign or private investors; borrowing or receiving gifts from other governments or international agencies)
- Some writers predict a technological society for the twenty-first century. How do Smith's ideas relate to a society based on information and technology?
- Predict examples of certain kinds of businesses, labor, supply, and demand that one might find in the year 2020.

Adam Smith is sometimes mistakenly represented as one who eschewed any form of regulation by government. It is true that, in *Wealth of Nations*, Smith systematically assailed government programs that he believed restricted liberty (e.g., apprenticeship laws denying workers the opportunity to choose their occupations; state conferral of monopoly on favored merchants and manufacturers). However, Smith also made a case for a number of government programs, including universal public education; public health measures against contagious diseases; safety regulations (e.g., the building of fire walls); labor regulations protecting workers from fraudulent employers; and programs providing opportunities for the less fortunate. Why is government regulation a controversial issue in a free enterprise economy?

Early in the school year, students should have read about Ptolemy (A.D. 90–168) and his significant accomplishments in early cartography (see *Across the Centuries*, page 15). In the early 1400s, scholars rediscovered copies of Ptolemy's work, and the publication of his work stimulated interest in world geography. Students should reexamine the ancient map on page 15 of *Across the Centuries* and compare it to modern maps of Africa developed from aerial photographs and field surveys. Geographers emphasize that Ptolemy's maps were remarkable in their complexity and accuracy, given the nature of the resources available to him. If Ptolemy's maps had not been rediscovered and published in the 1400s, how might the history of early modern exploration have been different? What influence did improved technology, such as the magnetic compass, play in prompting exploration?

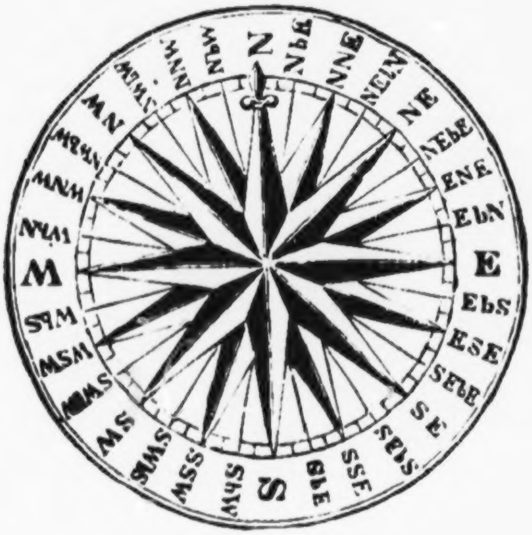
For homework, students draw maps showing their daily walks or rides to school. The aim is for each student to make a map so clear and accurate that classmates unfamiliar with the maker's residence will be able to read and interpret the map exactly. Since some students desire privacy, the class is given the option of using business or public sites within the community; the same standards of accuracy and clarity are applied to these maps. Students are reminded to include scale, cardinal directions, and pertinent landmarks.

The next day, students meet with partners who are unacquainted with the location of each other's homes or neighborhoods to read and interpret the maps. Were students able to read their partners' maps successfully? What features make them helpful or reliable guides? What features would improve the maps and why?

The reading of maps should be limited to about ten minutes of class time. When this phase is completed, the teacher shares and explains maps from Kenneth Nebenzahl's *Atlas of Columbus and the Great Discoveries* (Rand McNally, 1990). This book is a lavish, oversize treasury of maps and charts that were used by explorers during the Age of Exploration. Students should understand that between 1,200 and 1,500 geographers began to produce maps that were more detailed and accurate than earlier maps. After viewing some of the maps, students work independently to draw a map of the world. The equator and the prime meridian, displayed on a classroom wall map, should guide students in making their maps. (It should be noted that during the Age of Exploration, geographers did not have such now-standard elements for locating places on earth.) Producing a map in the manner of the old cartographers will give students a sense of the mental and manual dexterity required for such a task. Students should strive for accuracy, labeling all continents and oceans correctly. The teacher's own hand-drawn map may be shown as an example beforehand. This activity is a more effective means of strengthening students' mental images of the world's appearance on a map than viewing such a map in a book or on a wall chart.

If aerial photographs of Europe or students' local region are available, they may be shown to emphasize how such photographs can help mapmakers.

As students proceed through the remainder of the unit, they may make (or complete) other maps, using the textbook, atlases, and other resources as references. Depicting the spice trade (*Across the Centuries*, page 366) is one good project; producing a map showing the shift in the Caribbean sugar trade from the 1500s to the 1700s (e.g., *Across the Centuries*, page 374) is another; and tracing trade routes by land and sea (page 366) is a third. Later, students can make a variety of maps: maps comparing trade routes around 1700 in and out of Europe with those of the present day; maps of the triangular trade routes (page 465); maps showing the spread of Enlightenment ideas, including their connection to physical geography (pages 480–482); and maps showing the geographical origination of important inventions (pages 490–496), with an accompanying time line of their development. Such references as the *Anchor Atlas of World History*, volumes I and II (Doubleday, 1975 and 1978); Colin McEvedy's series of historical atlases for Penguin Books (1986); Rand McNally's *Historical Atlas of the World* (1990); and *Goode's World Atlas* (eighteenth edition, Rand McNally, 1989) are all useful references.



A display or slide show of maps predating the Age of Exploration can spur students' interest. Good display sources include such books as *Voyages of Discovery: TimeFrame* A.D. *1400–1500* published by Time-Life Books; and Kenneth Nebenzahl's *Atlas of Columbus and the Great Discoveries*. Students note the configuration of the world as conceived by the cartographers of the eras and study the most significant features of each map. From the maps, they deduce what the cartographer knew about the geography of the world. For example, why are certain locations explicitly labeled and others unidentified?

If possible, students should examine a T-O model of map (see page 35 of *Voyages of Discovery: TimeFrame* A.D. *1400–1500* and pages 15 and 365–366 of *Across the Centuries*). Students notice the pattern of the water. The O was formed by the ocean ring encircling the three known continents, which are shown separated by a T. Discuss why the maps were so designed. How do they compare with modern maps? What accounts for the changes? Such questions are suitable for discussion in small groups or with the entire class.

To prepare students for a study of world trade during this historical era, teachers make a weekend homework assignment to visit a grocery store or shopping mall to find a variety of products manufactured throughout the world. Each student makes a list of ten items (e.g., clothing, appliances, toys, sundries) and writes down the countries in which the items were made. Students prepare for class by making sure they can locate on a map each of the countries in their lists.

Before making the assignment, the teacher has prepared a list of general categories by which the merchandise can be organized. Each category is color-coded. For example, the category electrical appliances can be indicated by the color red; clothing, blue; vehicles of transportation, green; food, brown. A supply of adhesive dots, in colors corresponding to the categories, will be needed to complete the activity. Students are given lists of the categories before beginning the assignment. The lists are used as references when they make their visits to various stores or salesrooms.

In class, students place the color-coded dots on an outline map mounted on one wall of the classroom. When completed, the map graphically illustrates the types of trade vital to current national and world economics. Later in the unit, when students have studied international trade during the Age of Exploration (*Across the Centuries*, pages 362–381), a similar color code is devised for goods traded at the time, such as sugar, pepper, cloves, crystallized ginger, porcelain, silks, cotton, and indigo and other dyes. After students research the places of origination of these goods and place dots on a second outline map displayed next to the first one, they compare and contrast the nature of trade, then and now.

It is important that students understand the motives, as well as the historical, geographic, and technological developments, that impelled individuals and nations to take the personal and financial risks of exploration in the fifteenth and sixteenth centuries. Have them simulate the process a captain would have to go through to prepare an exploration proposal to put before a nation's monarchs. Cooperative groups in the class should represent different countries. Each group should be provided with a world map on a transparency and information concerning the knowledge gained from previous explorations, the goals of the nation in regard to exploration, and any other important considerations. Countries whose decisions can be simulated are Portugal, Spain, England, and France. Groups should complete the following tasks, in sequence:

- Draw their preferred route or routes on a transparency of a world map, and state the geographic reasons for the choice.
- Prepare a statement of one or more paragraphs based on previous exploration and national goals that would justify their decisions on these routes.
- Prepare a second statement that outlines the results they expect if everything works out as planned.

When these tasks are completed, students present their proposals to their monarchs, played by their classmates. The final discussion can include an examination of the actual routes, goals, and accomplishments of the most significant voyages of each nation. (See Figure X-5 for a sample chart.)

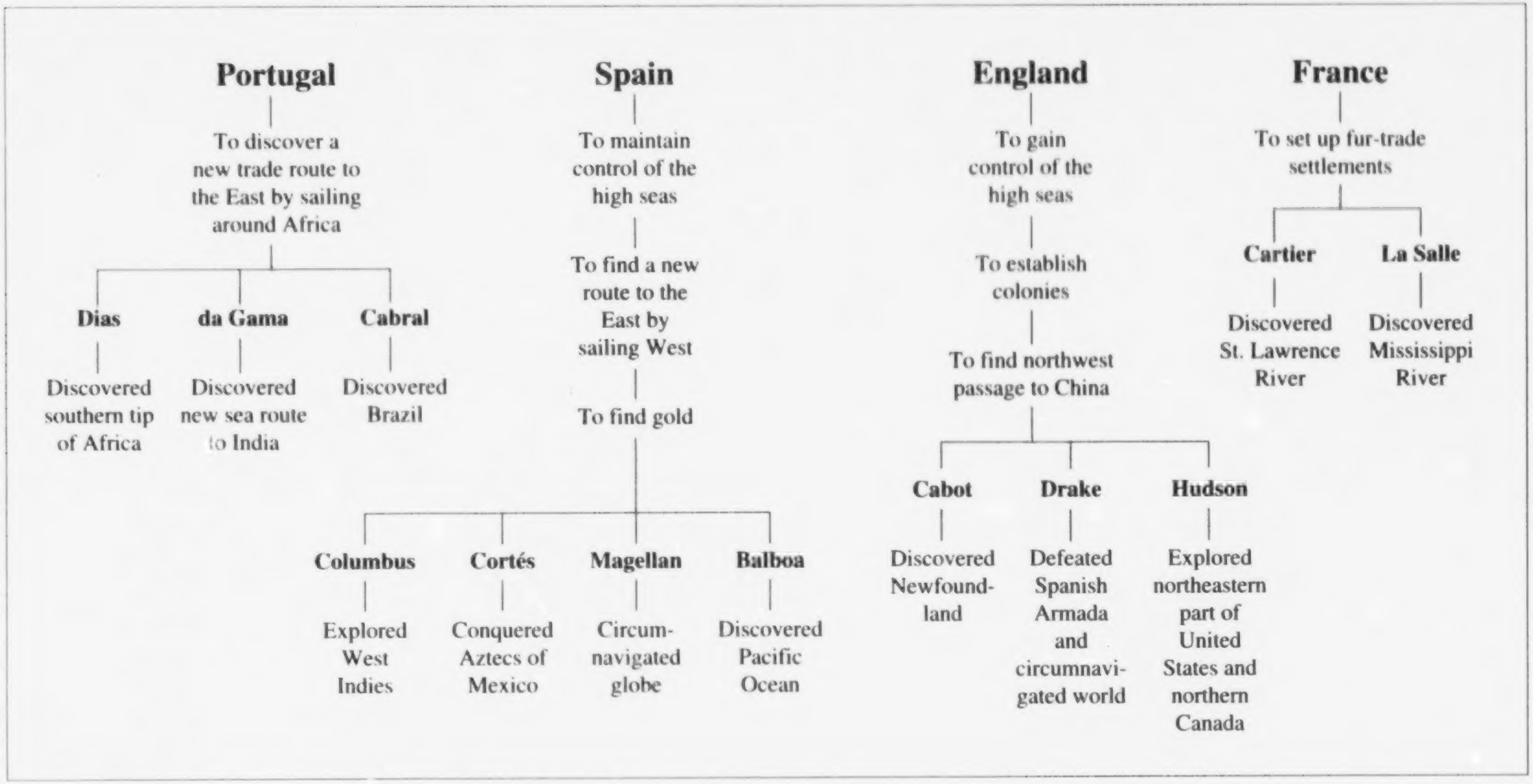
Students should become familiar with new developments in navigational technology and the preparations made for a voyage during the Age of Exploration. Chapter 9 in Coupe and Scanlan's *Threads of Time* (see "General Resources") includes good descriptions and drawings of the types of sailing vessels and the devices and means used to determine the location and speed of a ship. It also includes a list of typical food supplies for a three-month voyage and a list of the captain's stores. Why did ships have different shapes? What were their uses? If possible, multiple copies of this supplementary text should be available for students or groups to share.

It would be useful to have students examine chapter 9 of *Threads of Time* and answer questions in the "Time to Understand" sections, either individually, in small groups, or as a whole class. Teachers may prepare copies of lists of supplies, based on the list shown on pages 155–156 of *Threads of Time*, and add distracter items. Students examine copies of the list to identify and rank essential items. They should justify their decisions. What supplies were necessary to accommodate new technology, safer travel, good health, and the ability to go longer distances with more predictable navigation?

When students study the Spanish invasion of the Americas, they may consider some of the issues related to its short- and long-term effects. Working in groups, students consider how the Spanish conquest affected the development of the ancient civilizations. They may discuss, for example, the impact that the discovery and

*Figure X-5*

**European Exploration: An Overview of Motives, Explorers, and Accomplishments**


Portugal
To discover a new trade route to the East by sailing around Africa
Dias
Discovered southern tip of Africa
da Gama
Discovered new sea route to India
Cabral
Discovered Brazil
Spain
To maintain control of the high seas
To find a new route to the East by sailing West
To find gold
Columbus
Explored West Indies
Cortés
Conquered Aztecs of Mexico
Magellan
Circum-navigated globe
Balboa
Discovered Pacific Ocean
England
To gain control of the high seas
To establish colonies
To find northwest passage to China
Cabot
Discovered Newfound-land
Drake
Defeated Spanish Armada and circumnavi-gated world
Hudson
Explored northeastern part of United States and northern Canada
France
To set up fur-trade settlements
Cartier
Discovered St. Lawrence River
La Salle
Discovered Mississippi River

conquest had on the rest of the world. They should also consider the reasons for the conflict between the Spanish and Indian communities. What impact did the Spanish Conquest have on the Indian culture? What types of resistance were used by the indigenous people? What were the reasons for the decline in the native population? Students should also discuss the role religion played in the Spanish Conquest. Some native Americans aided the conquerors. Why? What have historians learned about indigenous cultures? How have they learned this information? What were some of the distinguishing beliefs of the indigenous civilizations?

Students view the video program *Newscasts of the Past: April 18, 1521*, noting concurrent events taking place in different parts of the world. Teachers assign students different dates in the Age of Exploration for which to research worldwide events. Each team member writes a news item for a different place in the world for that year. For some places, students may have to make up local events based on actual historic conditions, in which case their work is evaluated on the basis of reasonability and likelihood. Articles are assembled in a one-page newspaper. Guy Arnold's *Book of Dates: A Chronology of World History* (Warwick, 1989) and Bernard Grun's *The Timetable of History* (see "Resources for the Sample Topic") are two good sources for such information. Some suggested years from which to choose dates are the pre-Columbian era; 1492, Columbus reaches the New World; 1498, Vasco da Gama sails around the southern tip of Africa to reach India; 1500, Cabral claims Brazil for the Portuguese; 1513, Ponce de León claims Florida; 1521, Ferdinand Magellan dies in the Philippines; and 1588, the Spanish Armada is defeated by the English.

The study of the Age of Exploration provides an ideal opportunity for teachers to check students' map-reading and mapmaking skills.

- A "latitude/longitude bee" tests abilities that should be well developed by seventh grade. Students are given the names of places that were significant during the Age of Exploration (e.g., San Salvador), and they determine the latitude and longitude of each. As a variation, students are given latitude and longitude and determine the location and event; or, they are given an event and determine the place, latitude, and longitude. Students will need access to world maps with latitudes and longitudes

indicated. Desk-size paper maps designed for students' use are available from various geography firms. Both *Voyages of Discovery: TimeFrame A.D. 1400–1500* and *The European Emergence: TimeFrame A.D. 1500–1600* (see "General Resources") show place locations and maps that can be used to check answers, as can atlases in the back of *Across the Centuries*. Cardinal and intermediate directions can also be reviewed in much the same way.

- Students practice the use of scale to determine distances traveled during the various voyages. The location of the North and South poles, the tropics of Cancer and Capricorn, the Prime Meridian, the Eastern and Western hemispheres, as well as the continents and oceans, also should be familiar to students.
- A review of or introduction to time zones is important. Once students understand that time zones had not been established at the time of European exploration, they devise, exchange, and solve hypothetical time-zone problems that apply established zones to historical events. An example: If Columbus left the Canary Islands at 6 A.M. local time on September 7, 1492, and his trip took him 35 days and four hours, what time did he reach San Salvador, Caribbean time? Problems like this may be correlated with mathematics studies.

Students should examine the points of view of the indigenous men, women, and children toward the Spanish conquests in Central and South America. *Image of the New World —The American Continent Portrayed in Native Texts*, by Gordon Brotherston, (see "General Resources") contains 118 documentary texts and illustrations that could be used to help students see this period from the native perspective.

When the Spaniards landed in Mexico in 1519, Cortés was unable to communicate well with the natives. One of his soldiers knew the dialect spoken along the coasts but was ignorant of the Aztec language. An Indian chief gave the Spaniards a young female slave named Malinche; the conquistadors called her Doña Marina.

Malinche was the daughter of a powerful *cacique*, or chief, but had been

sold into slavery some years before the arrival of the Spanish. After Cortés's landing, this intelligent young woman, who knew several Indian dialects, quickly mastered Castilian. As an interpreter for Cortés, she used her knowledge and judgment of native dialects, customs, and intentions to save the lives of the Spaniards.

In 1525 she was married to a Spanish knight, and Cortés gave her a large estate in her native province as dowry. Why might this talented and independent woman have accepted the conquistadors' offer for liberation from Aztec rule? Why do some Mexicans today regard her as a traitor?

Students may research prominent persons, places, or terms of that period and present their research in written or oral form. Examples include:

Pizarro
Moctezuma II
Cortés
Malinche
Tenochtitlán
Quetzalcoatl
Trephine
Cuauhtemoc
Mestizo
Trepan
Inca Atahualpa

How does the term *Indian* represent a major error on the part of early explorers?

As an alternative activity, students may choose one of the characters who participated in the events in Latin America at that time and write a biopoem about that person. In addition to the figures listed above, students can select such persons as Bartolomé de las Casas.

In a biopoem, the first line states the subject's first name. Subsequent lines describe the person in terms of his or her character traits, family, needs, fears, the things he or she loved, and so forth, one line devoted to each topic. The last line of the poem states the subject's last name. This activity is described in detail in *Roots in the Sawdust: Writing to Learn Across the Disciplines*, edited by Anne Ruggles Gere (see "General Resources"). Two examples of a biopoem appear in the *Course Models for History–Social Science Framework, Grade Six*, on pages 173 and 174.

Students should understand that Latin America today is a blending of the native culture—much of which came by way of the ancient civilizations of the Mayas, Aztecs, and Incas—and the Spanish culture introduced by the conquistadors. They may research languages, dates, names of settlements and cities, religions, and other factors. The current Mexican or mestizo culture grew out of a blending of Spanish and indigenous cultures. Recent immigrants from Central and South America may share information or insights as appropriate. Teachers may also consult Meyer and Sherman's *The Course of*

*Mexican History* and Skidmore and Smith's *Modern Latin America* (see "General Resources").

Students research and write essays on "frontiers in the age of exploration." Once the topic and thesis statement have been established, students narrow their themes further. Some examples of themes and thesis statements follow:

- Mercator's maps guided the frontier traveler.
- From Europe, the Portuguese opened the frontiers of eastward navigation.
- Magellan was an independent soul in a frontier that demanded cooperation.
- New frontiers in ship design made the Age of Exploration possible.
- Tools of navigation.
- Stars in Their Eyes: How Explorers Depended on Astronomy and Astrology.

It is important that students learn how to narrow a theme to focus on a specific topic and thesis statement. Questions devised by students can help guide their research. They should take notes, prepare outlines, and write initial drafts. Students should then meet in groups to read their essays aloud and hear peers' responses. Based on these critique sessions, essays should be revised and final drafts prepared. The finished products can be published in a magazine—titled, perhaps, *Frontiers of Exploration*—to be shared with parents, staff, and fellow students.

## Extended and Correlated Activities

Early in the eighteenth century, literature tended to focus on the temporal world and the realities of everyday life; many writers were more interested in the development of societies and institutions than in imaginative works of fiction. Later in the century, the seeds of romanticism became evident in works by such writers as Thomas Gray, Samuel Johnson, and William Blake.

Seventh graders enjoy some of the shorter poems of the era, particularly those marked by humor, satire, or philosophy. The stylized language of the poems may be new to many students; understanding them will require thought and effort. A list of some of the simpler and more popular poems from this era appears below. The anthologies suggested as sources are widely available in public libraries and bookstores.

**Sources:**

BPA—*Best-Loved Poems of the American People*, edited by Hazel Felleman (Doubleday, 1936)

PLF—*Poems That Live Forever*, edited by Hazel Felleman (Doubleday, 1965)

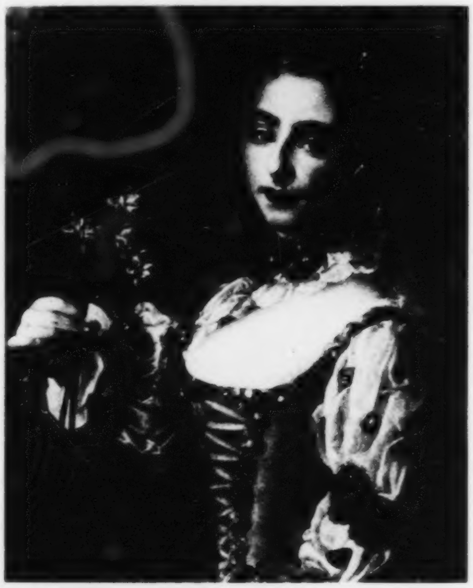
PTH—*Poems That Touch the Heart,* compiled by A. L. Alexander (Doubleday, 1956)
FAM—*The Family Album of Favorite Poems,* edited by P. Edward Ernest (Putnam, 1959)

"Elegy on the Death of a Mad Dog," by Oliver Goldsmith (BPA; FAM)
"The Cricket," by William Cowper (PLF)
"On the Death of a Favorite Cat, Drowned in a Tub of Gold Fishes," by Thomas Gray (PLF)
"A Little Learning Is a Dangerous Thing," by Alexander Pope (PLF)
"The Quiet Life" (sometimes titled "Solitude"), by Pope (PTH; FAM)
"The Universal Prayer," by Pope (BPA)
"Moderation," by Cowper (PTH)
"Light Shining Out of Darkness," by Cowper (FAM)
"The Tiger," by William Blake (FAM)
"A Poison Tree," by Blake (FAM)
"Auguries of Innocence," by Blake (FAM)

In addition to poetry, plays such as Oliver Goldsmith's *She Stoops to Conquer* should be considered (see "Visual and Performing Arts Resources"). The Lilliputian and Brobdingnag episodes from Jonathan Swift's *Gulliver's Travels* might also be introduced, although the book was intended for a sophisticated audience of older readers. The urbane fairy tales of Charles Perrault, which introduced the term *Mother Goose*, and the fables of Jean de La Fontaine not only relate to studies of seventeenth- and eighteenth-century France but also complement the correlated lessons described in Unit IV on proverbs and fables. Daniel Defoe's classic *Robinson Crusoe* is still enjoyed by some young readers and has inspired an entire genre of novels whose theme is survival (see "General Resources").

Historical fiction complementing studies of the Age of Exploration include Scott O'Dell's *The Amethyst Ring* and *The Feathered Serpent* (Houghton Mufflin, 1983 and 1981), both of which may be studied or read aloud.

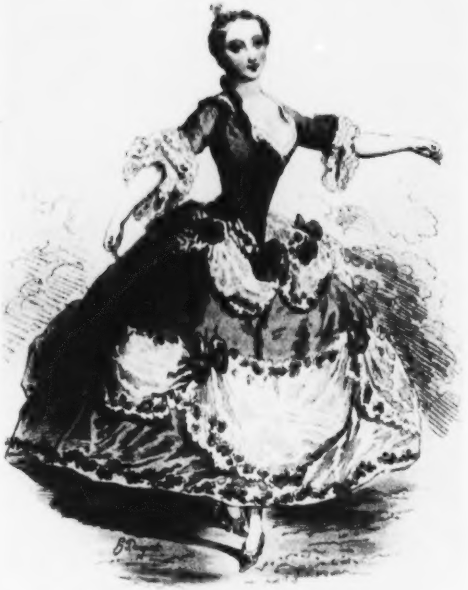
During the time of Louis XIV, women were coached to become professional dancers, and, by the mid-1700s, they had become as proficient as



*Marie Camargo* (engraving). Dance Collection, The New York Public Library for the Performing Arts; Astor, Lenox and Tilden Foundations. Reprinted by permission.

male dancers. This point is illustrated in a famous story about the ballerina Marie Anne Cupis de Camargo. During one performance, when a male dancer missed his entrance cue, Camargo stepped forward and danced his role. Raising her long skirts an inch or two above her ankles, she was able to perform the male part more freely. The demonstration of her artistry was said to have been dazzling, reflecting ease and gaiety. Especially noted was her performance of the *entrechat*, a movement in which the dancer jumps straight up and rapidly crosses the legs while in the air. The move is still considered a great technical achievement. This incident led to her becoming one of the leading figures in the performing arts of eighteenth-century Europe.

A second ballerina, Marie Sallé, thought Parisian dance styles were too formal and repetitious. In 1734, performing in Rameau's opera *Pygmalion*, she displayed a new style of performance, regarded at the time as one of great emotional expressiveness. Unhampered by corsets, wigs, and panniers (skirts puffed out at the hips), she danced in simple draperies and bare feet, her hair flowing freely. This performance was in sharp contrast to the more traditional dancing at the Paris Opera. (The great popularity of ballet in Paris and at Versailles dictated that operas of the day be structured to accommodate many dances.) How might these two women have affected popular perceptions or attitudes of their time regarding the place of women in society and culture?



*Marie Sallé* (engraving). Dance Collection, The New York Public Library for the Performing Arts; Astor, Lenox and Tilden Foundations. Reprinted by permission.

Librarians and resource personnel may assist teachers in gathering books, art prints, and slides showing some of the dance poses and dress common to the 1700s. If students experiment by imitating certain poses, their understanding is clearer than it is if they only passively observe the depictions. If an authority in historical dance can be obtained as a guest speaker, students may be coached in attempting some of the simpler steps from which eighteenth-century dance developed (see the entries "Dance Through Time," "Historical Dance," and "Music Sources" in the "Visual and Performing Arts Resources").

Music appropriate to eighteenth-century dances strengthens an understanding of this century's concepts of expressiveness, mood, and character. Students can note musical elements in selected dance pieces and suggest emotional descriptions that might have been applied at the time (e.g., poignant, yearning, vivacious, sensuous). See the "Visual and Performing Arts Resources" for materials and providers.

Music and dance of the Age of Exploration may be heard and seen in the *canarie*. This dance, which provided entertainment for courtly participants and audiences, was adapted from dances seen by the French during visits to the Canary Islands. The court version featured two groups of dancers, dressed in colorful plumage, who moved toward each other in steps suggesting the Islanders' dances.

Like the music of the minuet and gigue, the music of a canarie is distinguished by definite rhythmic characteristics. With time, the dance music came to be enjoyed for its own sake, apart from dance performances. A lively example of canarie music may be heard in Telemann's *Water Music* (not to be confused with the more famous *Water Music* of Handel), listed in the "Visual and Performing Arts Resources."

The dates and demarcations for periods of political history may be inconsistent with those of music history. For example, musicologists consider the political eras of European exploration and the Enlightenment to parallel the Renaissance, baroque, and early classical periods in music history. As a result, some overlap may occur when correlating composers and works with units IX and X. Selections should be made on the basis of style, purpose, subject matter, or influence. Figure X-6 provides a list of composers and representative works.

For teachers, Henry Raynor's *A Social History of Music from the Middle Ages to Beethoven* is informative and scholarly as background reading (see "Visual and Performing Arts Resources," which also lists other readings for teachers and students).

Students may contrast the social condition of musicians then and now. Our age of superstars, high salaries, and public scandals differs greatly from the time when musicians were usually regarded as little more than lackeys. Generally, two avenues of employment were available to seventeenth- and eighteenth-century musicians: the court and the church. As a rule, compositions were not published, nor were there repeated opportunities to hear them, as

***Figure X-6***

**Some Composers of the Seventeenth and Eighteenth Centuries**

| *Composer* | *Representative works* |
|---|---|
| Jean-Féry Rebel (1666–1747) | *Les elemens* |
| Antonio Vivaldi (1678–1741) | *I quadri stagioni* (The Four Seasons)<br>Violin concerto in A minor |
| Georg Telemann (1681–1767) | *Water Music* (contains a canarie) |
| Jean-Joseph Mouret (1682–1738) | *Trumpet Fanfare* (now the theme music for PBS's *Masterpiece Theater*) |
| Jean-Philippe Rameau (1683–1764) | Suites from *Les paladins* and *Les indes galantes* |
| George Frederick Handel (1685–1759) | *Messiah*<br>*Water Music*<br>*Royal Fireworks Music* |
| Johann Sebastian Bach (1685–1750) | *Brandenburg* concertos<br>Orchestral suites<br>Organ music |
| Domenico Scarlatti (1685–1757) | Italian and Spanish sonatas for harpsichord |
| Claude-Bénigne Balbastre (1727–1799) | *March of the Marseillais* for harpsichord |
| Franz Joseph Haydn (1732–1809) | String quartets and symphonies<br>*The Creation* |
| Wolfgang Amadeus Mozart (1756–1791) | Serenades and concertos<br>Symphony no. 40<br>*The Magic Flute*<br>*Don Giovanni*<br>*Requiem* |

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we have come to expect through broadcasts and recordings. Yet the quality and quantity of composers' works are remarkable. The lives of such musicians as Bach and Mozart reveal many vexations typical of creative servitude.

The music of the Enlightenment reflected trends that were similar to those in dance and the visual arts. The rococo, cultivated especially in France, was also known as the *style galant* (i.e., the modern, smart, and chic style) and arose in courtly, aristocratic circles; the *empfindsamer Stil* (i.e., expressive, sensitive style ) of German composers was regarded as *bourgeois*. Elegant, easy, and polished, the French style contrasted with the expression of mutable human sentiments characteristic of the German style. Before the century was out, both styles would be absorbed into the more substantive classical style, best exemplified by the compositions of Wolfgang Amadeus Mozart. Four cultural traits of Enlightenment music (cosmopolitanism, humanitarianism, popularization, and prosaicness) are explained in Donald J. Grout's *A History of Western Music* (Norton, various editions), to which music teachers should refer when preparing correlated lessons (see Unit VIII, "Visual and Performing Arts Resources").

Works by major composers are so widely and regularly recorded that only in special instances have specific recordings been identified in the "Visual and Performing Arts Resources." Labels indicating "with original instruments" suggest performers' efforts to incorporate some authentic performance practices of the era.

Teachers may play excerpts from recordings early in the class periods to arouse students' interest and to help establish "atmosphere" for the study of this era. Some of the time allotted for music classes may be used for more thorough coverage or analysis of this music. Recordings, encyclopedias, music dictionaries, and biographies are helpful for independent research projects. Teachers, music specialists, and docents are encouraged to be dauntless in sharing this material and in conveying their own enthusiasm and interest while developing in students attitudes of tolerance, willing exploration, and enjoyment.

Students can explore the idea of art patronage when they learn that some paintings of this period were produced for art patrons, persons who buy or commission works of art. The patron of art may be a wealthy citizen, noble-person, political leader, religious official, an entire business or government, or a whole culture. Patrons buy art for different reasons—to show their wealth or prestige, to see their ideals or principles in visual form, to communicate those ideals or principles to others, or to be surrounded by art they enjoy. Students can recall history previously studied to cite instances of art patronage. Among these are the classical civilizations of Greece and Rome, the Gupta period in fifth- and sixth-century India, and the Song dynasty in China. Students will find that art was produced alongside great achievements in science, government, and commerce. When students studied the Renaissance, they should have learned about the Medici family in the city-state of Florence in fifteenth-century Italy; the Medicis were great patrons of art and supported Raphael, Michelangelo, Botticelli, and other great artists.

*The Night Watch*, by Rembrandt van Rijn (1642), is an example of a work commissioned by an art patron. Group portraits, especially of military units, were popular at the time. Although this painting is celebrated for its drama, lighting, and movement, Rembrandt displeased his patrons by his break with the stylistic norm of the time.

Students can discuss or research people or companies that are art patrons today. As was true in the past, motivations for patronage range from a desire for prestige to a need to establish an outlet for the creativity of employees. Some corporation executives claim that the presence of art in the workplace helps make workers more creative.

Students can reflect on how artistic works relate to events in history. Examining art prints or slides related to the Age of Exploration, students write and deliver a monologue, dialogue, or readers' theater presentation to show what might be taking place in the minds or in the conversations of the people depicted. Students also reflect on how the artist has interpreted or stylized events or people. What has the artist done in the painting to create mood or influence the viewer to respond in a particular way? For suggested resources, refer to the "Visual and Performing Arts" listings.

The visual artists during the Age of Exploration gradually developed a new style called rococo. Artwork in this style is decorative and nonfunctional, characteristics that art historians say resembled the declining aristocracy it represented. The logic and academic character of the baroque was replaced with feeling, sensitivity, sentiment, melodrama, and lack of grandeur, a style that reflected the social ideals and manners of the age. The list of artists in Figure X-7 is an overview of the most recognized painters of the Enlightenment. Prints of the paintings cited are available from Shorewood Fine Art Reproductions (see "Visual and Performing Arts Resources").

The history–social science teacher may discuss resources with the art teacher, and they may schedule simul-

*Figure X-7*

**Some Artists of the Age of Enlightenment**

| *Artist* | *Representative works* |
|---|---|
| **Jean-Baptiste-Siméon Chardin (1699–1779)** | ***Grace Before Meal***<br>***Still Life with Pipe***<br>***Young Man Sharpening Pencil*** |
| **Jean-Honoré Fragonard (1732–1806)** | ***Le billet doux***<br>***Blindman's Buff***<br>***Girl Reading*** |
| **Jean Antoine Watteau (1684–1721)** | ***Pilgrimage to Cythera***<br>***Man Standing*** |
| **François Boucher (1703–1770)** | ***La toilette***<br>***Girl with Jug*** |
| **William Hogarth (1697–1764)** | ***The Shrimp Girl*** |
| **Joshua Reynolds (1723–1792)** | ***Lady Caroline Howard*** |
| **Thomas Gainsborough (1727–1788)** | ***Landscape***<br>***The Linleys***<br>***Blue Boy*** |
| **Jacques-Louis David (1748–1825)** | ***Oath of the Horatii*** |

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taneous lessons on the art and philosophy of the Enlightenment. The art teacher can lead students through a discussion of the artworks of seventeenth-century painters.

Students may contrast the work of Watteau and Chardin to find that, for example, the former painted all-encompassing scenes of the almost make-believe world of the French ruling class, while Chardin's paintings were intimate views of simple homes and everyday people. What other painters of this period painted the aristocracy? Which painted everyday scenes? What characteristics of paintings by other artists of the period are like those of Watteau? Of Chardin? How did the artists communicate mood in the paintings ( e.g., using color, detail)? What ideas did the artist want the viewer to think about, and how did the artist focus the viewer's attention on these ideas? What are the elements that work together to unify the pictures?

The state-adopted textbook *Understanding Art* (see "Visual and Performing Arts Resources") has a chapter on art of the 1700s, which includes a discussion of Louis XIV, Versailles, and the painters Antoine Watteau, Siméon Chardin, and Élisabeth Vigée-Lebrun. (When she was twenty-five years old, Élisabeth was named the queen's personal portrait painter.)

## Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that are essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies, such as *Literature for History–Social Science, Kindergarten Through Grade Eight* (Sacramento: California Department of Education, 1991).

### Resources for the Sample Topic

*Aspects of Western Civilization: Problems and Sources in History*, Vol. 2. Edited by Perry M. Rogers. Englewood Cliffs, N.J.: Prentice-Hall, 1988. This compendium of primary sources contains the French Declaration of the Rights of Man and of the Citizen as well as other materials related to this unit. It is suggested as a reference for teachers.

**Civitas: A Framework for Civic Education*. Calabasas, Calif.: Center for Civic Education, 1991. This comprehensive book presents a significant and helpful outline of citizenship topics. History, concepts, and terms are presented so that teachers seeking a quick reference to key learnings may use the book in planning lessons. Pages 123–133, 186, and 196–197 are particularly helpful for units II, VIII, IX, X, and XI of this seventh grade course model. A thorough reading of this book may help teachers set priorities for instruction regarding democratic ideas and traditions. For purchasing information, call (818) 340-9320.

**Creative Activities for Teaching World History: Renaissance to Revolution.* Stockton, Calif.: Stevens and Shea Publishers, 1984. This teachers' resource contains 12 activities and puzzles related to exploration, the Renaissance, absolutism, and the Age of Reason. The activities emphasize decision-making skills and include four useful lessons on *les philosophes.*

Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective.* Chicago: The World History Project, Department of History, University of Illinois at Chicago, 1990. This is an indispensable resource for teachers of grades six through twelve. It consists of ready-to-use instructional materials of good quality, presented in newsletter format, complete with strategies and activities that can be easily abridged or adapted to various classroom situations. Some of the lessons, such as those pertaining to King John and Montesquieu, will help students understand the effects of Enlightenment thinkers and earlier thinkers on the development of democratic institutions in the United States. Copies of this resource may be obtained from the World History Project, Department of History, University of Illinois at Chicago (M/C 198), Box 4348, Chicago, IL 60680, (312) 996-3141.

*The Democracy Reader.* Edited by Diane Ravitch and Abigail Thernstrom. New York: HarperCollins, 1993. This cornucopia of material from primary sources contains the French Declaration of the Rights of Man and of the Citizen. The book is useful to teachers at several grade levels.

*Frick, Carole Collier. *The Enlightenment.* Los Angeles: University of California, National Center for History in the Schools, 1992. Numerous activities relate to the notable primary sources included in this resource. The Montesquieu and Jefferson excerpts are especially recommended. Interested teachers should telephone the Center for purchasing information, (310) 825-4702.

*Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect.* EDUCATION FOR DEMOCRACY project. Washington, D.C.: American Federation of Teachers (AFT) 1987. This paperback is a useful companion for all teachers of world history. Chapters 9 and 10 are highly valuable references for preparing lessons, though many of Gagnon's comments are also appropriate for high school courses. To purchase a copy of this book, telephone (202) 879-4575.

Gay, Peter, and the editors of Time-Life Books. *The Age of Enlightenment.* *GREAT AGES OF MAN* series. New York: Time, Inc. 1966. This well-illustrated resource includes such topics as *les philosphes,* the scientific revolution and the church, music, and the society of the wealthy. The series is found in many libraries.

Grun, Bernard. *The Timetable of History: A Horizontal Linkage of People and Events.* New York: Simon and Schuster, Touchstone, 1975. This is an invaluable resource for cross-referencing dates that relate to the following topics: history and politics; literature and theater; religion, philosophy, and learning; and the visual arts.

*Kirk, Russell. *The Roots of American Order* (Third edition). Washington, D.C.: Regnery Gateway, 1992. This impressive book for teachers discusses key ideas throughout world history and their influence on American politics and ethics. The chapter on eighteenth-century intellectuals relates directly to this unit. Paperback versions can be ordered from the National Book Network, 4720A Boston Way, Lanham, MD 20706-4310, (800) 462-6420.

**Peck, Ira, and Elise Bauman. *The Age of Europe. Scholastic World History Program.* New York: Scholastic, 1987. Selected chapters from this student resource complement a number of topics throughout the seventh grade course.

Perl, Teri. *Math Equals: Biographies of Women Mathematicians.* Menlo Park, Calif.: Addison-Wesley, 1978. This book is the source of the biographical material appearing in Appendix X-1.

Pope, Alexander. *Collected Poems. Everyman's Library.* Edited by Bonamy Dobrée. London, U.K.: J. M. Dent and Sons, 1983. Born one year before the finalization of the English Bill of Rights, Pope was a part of the English world that succeeded the Glorious Revolution. As a writer he was "drawn to the conflict between opposing visions of civilized life," as critic Clive T. Probyn observed. Pope's *Essay on Man* and *The Dunciad* present the poet's ideas on society and happiness (e.g.: "In faith and hope the world will disagree, but all mankind's concern is charity.")

**Sources of the Western Tradition: From Ancient Times to the Enlightenment,* Vol. 1 (Second edition). Edited by Marvin Perry et al. Boston: Houghton Mifflin, 1991. The excerpts from the English Bill of Rights in Appendix X-2 came from this collection of materials from primary sources.

van Loon, Hendrik Willem. *The Story of Mankind.* New York: Liveright, 1984. This is a reissue of the book that received the first Newbery award. The chapter on the English Revolution (pages 279–295) provides teachers with an easily read overview of events leading up to the English Bill of Rights. Portions may be shared with students.

## General Resources

*Age of Discovery* series. *English, French and Dutch Explorations* (Revised). Videotape, 12 minutes. Northbrook, Ill.: Coronet Film and Video, 1992. The search by the English, French, and Dutch for a Northwest passage to Asia led to the exploration of the North American continent. Influences that motivated these explorations are highlighted in the film/videotape. The achievements and accomplishments of the explorers, along with the consequences of their expeditions, are ob-

served. This exciting age, the late 1400s, is illustrated by paintings and sculpture and accompanied by music and narration. For ordering information, telephone (800) 777-8100, ext. 5025.

Age of Discovery series. *Spanish and Portuguese Explorations* (Revised edition). Videotape, 12:12 minutes. Northbrook, Ill.: Coronet Film and Video, 1992. Spanish and Portuguese explorers led the search for new trade routes during the 1400s when the Age of Exploration and discovery had begun. The viewer of this film/videotape will become familiar with major explorers, such as Díaz, Columbus, Magellan, Balboa, and Cortés. Elaborate map animation, new narration, music, and artwork are in this revised edition. See ordering information in the previous entry.

Anawalt, Patricia Rieff, and Frances F. Berdan. "The Codex Mendoza," *Scientific American* (June, 1992), no pp. The Codex Mendoza is a pictorial book compiled by Aztecs at the urging of their Spanish invaders; it offers an eyewitness account of the Aztec civilization's demise. This article includes excerpts from the codex and is recommended for reading by teachers.

Athey, Lois. *Latin America: History, Culture and Geography*. The Regional Studies series. New York: Globe Book Company, 1987. This paperback student text includes two chapters useful for this unit: one, a thoughtful study of the pre-Columbian civilizations; the second, a look at the European conquests in Central and South America.

*Bernhard, Brendan. *Pizarro, Orellana, and the Exploration of the Amazon*. World Explorers series. New York: Chelsea House, 1991. Bernhard's book is one of several commendable volumes from the World Explorers series. Best suited for ninth grade readers, the series still contains useful information for seventh grade research projects. Black-and-white photographs appear in generous quantity throughout the books, along with some color photographs. See John Miller Morris's *From Coronado to Escalante* from the same series.

**Blanchard, Anne. *Navigation: A Three-Dimensional Exploration.* New York: Orchard Books, 1992. An overview of navigation from ancient times to the present is depicted in this sophisticated pop-up book. The author, along with illustrator Irvine Peacock, demonstrates the compass, astral navigation, trade winds, the chronometer, the sextant, and other technological developments, all with pop-up, pull-out, and fold-out devices. The book is a good example of a pop-up book that is suitable for seventh graders and adults.

*Boorstin, Daniel J. *The Discoverers: A History of Man's Search for His World and Himself.* New York: Random House, 1983. Several chapters of Boorstin's book examine the relationships among events during the Age of Exploration. The author presents some interesting theories to explain the sequence of discoveries and the nations that gave rise to them. The book is recommended as background reading for teachers.

**Bray, Warwick. *Everyday Life of the Aztecs*. EVERYDAY LIFE series. New York: Bedrick, 1992. This book is an attempt to reconstruct Mexican life as it was just before the Conquest of Cortés and his band of adventurers in 1519. Using both archaeological evidence and early documentary sources, it draws on the writings of the men who took part in the Conquest and saw with their own eyes the city of Tenochtitlán before its destruction. Included are Cortés's letters to Emperor Charles V, as well as the accounts of Bernaz Díaz del Castillo, Andrés de Tapia, Francisco de Aguilar, and an anonymous soldier. It is recommended for teachers and students.

Brenner, Barbara. *If You Were There in 1492*. New York: Bradbury Press, 1991. Brenner emphasizes the cultural aspects of Europe when Columbus made his first voyage. Chapter titles are actually topical categories. Written in the second person, the narrative is easy to follow.

Brewster, Scott. *Ferdinand Magellan*. *WHAT MADE THEM GREAT* series. New York: Silver Burdett, 1990. Written for young readers, this biography is well illustrated with colorful drawings. The appendix contains excerpts from primary sources.

Brotherston, Gordon. *Image of the New World —The American Continent Portrayed in Native Texts*. Translated by Ed Corn. London, U.K.: Thames and Hudson, 1979. This teachers' resource is a collection of Native American literature, including 118 documentary texts and illustrations.

Brownlee, Walter. *The First Ships' Round the World*. London, U.K.: Cambridge University Press, 1979. This account of Magellan's voyage around the world provides readers with information about the construction of his ships, navigation techniques, and life on board. Diagrams aid in examining shipbuilding at this time in history. It is intended for older readers but may be appropriate for some students.

Chrisp, Peter. *The Search for the East*. New York: Thomson Learning, 1993. Through accounts of people who lived during the Middle Ages and through captivating illustrations, readers relive the opening of the spice routes around the Horn of Africa in the 1500s. It is recommended for students' reading and reference.

**The Conquest of Mexico*. Amawalk, N.Y.: Jackdaw Publications, n.d. This is a portfolio of primary source documents related to the Spanish conquests in Mexico. It is available from the publisher, P.O. Box 503, Amawalk, NY 10501, or from social studies supply houses.

*Coupe, Sheena, and Barbara Scanlan. *Threads of Time*. Melbourne, Australia: Longman, 1985. This supplementary student text contains an interesting chapter on the conquistadors.

Defoe, Daniel. *Robinson Crusoe*. Illustrated by N. C. Wyeth. New York: Scribner's, 1983. This is not only a grand story but also one of the best depictions of navigation, geographic locations, spirituality, and the culture of the 1600s.

*Díaz del Castillo, Bernal. *The Discovery and Conquest of Mexico*. Translated by A. P. Maudslay. Kingsport, Tenn.: Kingsport Press, 1956. The author of this epic served under Cortés throughout his Mexican campaign and recounts events that were both exciting and horrifying. It is one source for many extraordinary passages and excerpts about the Aztecs and their treatment by the conquistadors. Various paperback editions are also available.

*Drake, James, and Joseph Palumbo. *Three Worlds Meet: The Columbian Encounter and Its Legacy*. Los Angeles: University of California, National Center for History in the Schools, 1992. Drake and Palumbo have prepared a helpful resource for teachers wanting to develop in-depth lessons on the Columbian encounter that use extensive primary source materials. Also included is a readers' theater script dealing with Cortés, Moctezuma, and La Malinche. For purchasing information, contact the Center at (310) 825-4702.

Eckhart, Mary Lawrence. *Columbus Dictionary*. Boston: Branden Publishing, 1992. Easily read, this quick-reference paperback is a helpful resource for students. From *Adelante* to *Zemi*, entries are informative and helpful for students researching Columbus's voyages.

*Estavanico and the Seven Cities of Gold*. Videocassette. Grand Rapids, Mich.: All Media Production, 1993. In 1535, a young Moroccan traveling with a Spanish exploration party set forth in search of the Seven Cities of Gold. Estavanico's background as a kidnap victim of Dutch slavers and a survivor of a perished exploration party are portrayed in this 20-minute videotape. Teachers' resources are included. For further information, telephone (800) 800-4354.

**Exploration and Empire: Historical Atlas*. New York: Warwick Press, 1990. With colorful illustrations and photographs on every page of this atlas, students can see the balance of power shifting as European nations enter the exploration race.

Faber, Harold. *The Discoverers of America*. New York: Scribner's, 1992. Faber knows full well the imprecision of the term *discovery* when discussing European exploration, and he educates readers about its unavoidable use. Chapter by chapter, this journalist covers each phase of arrival, culture, encounter, and conflict, beginning with the first Americans and ending with Cook's arrival in Hawaii. Meticulously researched and engrossing to read, the book is recommended for teachers and advanced seventh graders. Selected chapters are useful for topical research.

*The Fables of La Fontaine*. Translated by Lisa Commager. New York: Simon and Schuster, Exeter Books, 1985. The French fabulist's work is given good prose translation in this volume.

*Ferdinand and Isabella*. *Great Leaders* series. New York: Chelsea House, 1989. Well illustrated with black-and-white photographs, this biography is rich with information about the great era of Spanish exploration. The illustrations are appealing to seventh graders.

Fernández-Armesto, Felipe. *Columbus*. New York: Oxford University Press, 1991. Fernández-Armesto's particular expertise is the background of Portuguese explorations of the African coast and islands, and he settles some issues that had seemed unsolvable for some historians.

*Finkelstein, Norman H. *The Other 1492.* New York: Beech Tree Books, 1992. History, religion, and social values are encompassed in this story of the Spanish Inquisition, during which Jews were expelled from Spain, forced to convert to Catholicism, or exterminated. Death by burning was conducted in a public ceremony known as the Act of Faith, its drama and ritual designed to impress the populace. In compelling narrative, Finkelstein tells about the lives of Jews who fled with Columbus to the New World. This book is useful to teachers and students.

*First American Encounters: Columbus and the Age of Explorers.* Compiled by Louis De Vorsey, Jr. Amawalk, N.Y.: Jackdaw Publishing Company, n.d. This collection of primary source documents was assembled for the quincentenary of Columbus's first landing in the New World. A detailed explanation is provided for each document. The set is available from Jackdaw Publications, P.O. Box 503, Amawalk, NY 10501, or from social studies supply houses.

Guyatt, John. *Ancient America.* St. Paul, Minn.: Greenhaven Press, 1980. This booklet, a student resource, includes good excerpts from primary sources and is well supplemented with black-and-white illustrations of antiquity and the environment. The conquests are featured as well as the civilizations. It is obtainable from social studies supply houses.

Herring, Hubert. *A History of Latin America* (Third edition). New York: Macmillan-McGraw Hill-Merriel, 1968. Originally published by Alfred Knopf, this textbook has been reissued for adult or college-level readers. It is listed here for its helpful maps of Mexico and for its discussion of voyages of discovery and the beginning of the slave trade.

Humble, Richard. *The Voyage of Magellan.* *Exploration Through the Ages* series. New York: Franklin Watts, 1988. This short but colorful biography of Magellan includes many drawings of his ships and of shipboard life.

Judge, Joseph. "Between Columbus and Jamestown: Exploring Our Forgotten Century," *National Geographic* (March, 1988), pp. 331–363. This article describes the contest for power among the English, the Spanish, the Indians, and the French along the Atlantic coast in the area known as La Florida.

*Las Grandes Epocas de la Humanidad* (Great Ages of Man). Westwood, N.J.: Silver Burdett. Various dates. Telephone (800) 843-3464. Vibrantly written in Spanish, this world history series explores the events, beliefs, and achievements from Imperial Rome and Ancient Greece to the Age of Kings and the Renaissance. The series includes the following volumes pertinent to the seventh grade course: *La Roma Imperial* (Imperial Rome), *Le Edad de la Fe* (Age of Faith), *El Renacimiento* (Renaissance), *Le Edad de las Luces* (Age of Enlightenment), *La Edad de la Exploración* (Age of Exploration), *La Edad del Progreso* (Age of Progress), *America Precolombiña* (Ancient America), and *La Era de los Reyes* (Age of Kings).

*Letters to Cortés,* Vol. 1. Edited and translated by Frances Augustus MacNutt. New York: Putnam, 1908. This primary source collection provides the text of the first two letters of Cortés to Queen Doña Juana and the Emperor Charles V.

*The Log of Christopher Columbus.* Edited by Robert H. Fuson. Camden, Me.: International Marine Publishing Company, 1987. Fuson provides a readable new translation of the log of Columbus, along with a helpful prologue and epilogue on background topics. The book is suitable for many students, and portions may be read aloud by teachers.

*Lomask, Milton. *Exploration: Great Lives.* New York: Scribner's, 1988. Several short biographies of explorers related to the model topic are in this collection, including Balboa, Cabot, Columbus, da Gama, Prince Henry, and Magellan.

*McNeill, William H. *Plagues and Peoples.* New York: Doubleday, 1978. In this book, highly recommended to teachers, McNeill explores the ways in which disease has shaped world history and demonstrates the means historians use to gain their information and develop beliefs. For example, in his research on the Aztec catastrophe—the puzzling speed with which the Spanish invaders subjugated a population which numbered in the millions—McNeill stumbled upon a clue: On the night the Aztecs first drove Cortés from Mexico City, an epidemic of smallpox was raging. The physical and psychological effects of the disease, McNeill surmised, played a large part in the Aztecs' failure to dispose of the Spanish threat.

*Marrin, Albert. *Inca and Spaniard: Pizarro and the Conquest of Peru.* New York: Atheneum, 1990. Marrin is a historian who has written prolifically for young readers. Although this book is best suited to high school students, teachers will find numerous passages appropriate for reading aloud to seventh graders or for students' research. The author's *Aztecs and Spaniards: Cortés and the Conquest of Mexico* (Atheneum, 1986) is also recommended.

Mauffret, Yvon. *Yo, Magallanes.* Translated by Magali Martínez Soliman. Madrid: Ediciones Anaya, 1990. Written in the first person, the fictional recollections of Ferdinand Magellan depict his fleet's voyage around the world. Magellan recounts his exploration of the Philippine Islands and the straits that now bear his name. An appendix traces the historical background of the events and contains reproductions of etchings and maps from the period. The text, which is in Spanish, was translated from the original French.

Mel, Peter. *Christopher Columbus (Two Civilizations Come Together): The Four Voyages of Columbus and a Look at the Results.* Rancho Santa Margarita, Calif.: Heritage, 1992. Concise and well organized, this book discusses various facets of Columbus's voyages and their aftermaths. It is best read by teachers in conjunction with other material. The book is informally illustrated and bound.

Meyer, Michael C., and William L. Sherman. *The Course of Mexican History* (Third edition). New York: Oxford University Press, 1987. This book is listed for its discussions of the principal explorations and conquests during the sixteenth century.

Perrault, Charles. *Perrault's Fairy Tales.* New York: Dover, 1969. This is one of several editions of the French fantasist's work. See also *The Complete Fairy Tales of Charles Perrault*, translated by Neil Philip and Nicoletta Simbrowski (Clarion, 1993).

*Phillips, William D., Jr., and Carla Rahn Phillips. *The Worlds of Christopher Columbus*. New York: Oxford University Press, 1992. This biography presents a balanced reading of all aspects of the Columbus story. Most noteworthy is the way in which the authors situate Columbus in the context of late medieval Europe and the rest of the world.

*Poole, Frederick King. *Early Exploration of North America*. New York: Franklin Watts, 1989. This small but colorful book tells of the expeditions led by Columbus and Cabot into North America and the islands to its south. It is suitable for middle graders.

*Roots in the Sawdust: Writing to Learn Across the Disciplines*. Edited by Anne Ruggles Gere. Urbana, Ill.: National Council of Teachers of English, 1985. Loaded with good ideas for teaching writing in all subjects, this book is the source of the biopoem strategy described in "Activities for Other Topics."

*Royal, Robert. *1492 and All That: Political Manipulations of History*. Washington, D.C.: Ethics and Public Policy Center, 1992. In this thoughtful and trenchant book, the author disputes some of the notions set forth by both revisionist and traditional historians regarding Columbus. The book is well researched and covers major controversies. "Perhaps the profoundest lesson we may hope to learn from contemplating 1492 is that it is important for every people to have a vigorous culture," Royal writes. The book is sold through the University Press of America. For purchasing information, telephone (800) 462-6420. It is recommended for reading by teachers.

*Russell, Jeffrey Burton. *Inventing the Flat Earth: Columbus and Modern Historians*. New York: Praeger, 1991. Russell shows that Columbus did not prove that the world is round; medieval people already knew that. The old canard was invented to support several modern progressive agendas. The book is suggested for background reading by teachers.

Samora, Julian, and Patricia Vandel Somon. *A History of the Mexican-American People*. Notre Dame, Ind.: University of Notre Dame Press, 1977. This book provides information on La Malinche, the female slave who was given to Cortés as an interpreter, and Bartolomé de las Casas.

*Schele, Linda, and David Freidel. *A Forest of Kings: The Untold Story of the Ancient Maya*. New York: William Morrow, 1990. This is a sympathetic guide to current knowledge about the Maya. Recommended for teachers, this book is also listed among the resources for Unit V, since it complements topics listed there as well.

**Seeds of Change: A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Washington, D.C.: Smithsonian Institution Press, 1991. This book was written to coincide with the Smithsonian Institution's exhibit of the same title. Ecology and cultural diversity are among the topics

emphasized in this presentation of the aftermath of 1492. The impact of history on our own time becomes apparent in this attractive book. It is suggested for teachers' reading or adult-assisted student reference.

Skidmore, Thomas E., and Peter Smith. *Modern Latin America* (Second edition). New York: Oxford University Press, 1989. Portions of this book deal with Spanish settlements, Roman Catholicism in Spanish America, the mercantilist system, and the calamitous and devastating impact of the Spanish conquest on surviving Indian culture. This book is listed also in the resources for Unit V.

Smith, Adam. *Inquiry into the Nature and Causes of the Wealth of Nations.* Various editions and dates. This work and the author's *Theory of Moral Sentiments* are suggested for teachers' reading.

*Snell, Tee Loftin. *The Wild Shores: America's Beginnings.* Washington, D.C.: National Geographic Society, 1974. Spanish conquests and English exploration and settlement are described in this beautifully illustrated book. Several early maps may be of special interest to students, especially when they are asked to make comparisons.

*Soustelle, Jacques. *Daily Life of the Aztecs on the Eve of the Spanish Conquest.* Translated by Patrick O'Brien. Palo Alto, Calif.: Stanford University Press, 1970. Soustelle is an admiring but honest historian of Aztec ritual. His account of special sacrifices is enlightening. The book is suggested for teachers.

*Stephen Biesty's Incredible Cross-Sections.* Illustrated by Stephen Biesty. New York: Knopf, 1992. Extraordinary cut-away illustrations of a medieval castle, a cathedral, and a Spanish galleon are detailed and concisely explained by Richard Platt. Seventh graders often enjoy studying the colorful diagrams. This book is suggested for school libraries.

Swift, Jonathan. *Gulliver's Travels.* Various editions and dates. This classic work is known for its sharp satire and social commentary. Selected episodes may be appropriate for middle grade readers.

Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400–1600.* New York: Cambridge University Press, 1992. The author discusses the importance of the African role in shaping the Atlantic world that developed after the navigational breakthrough of the fifteenth century. He stresses the initiative demonstrated in this period, both by African elites dealing with the new visitors and trading partners and by African slaves in the New World. This book is suggested to teachers as background reading.

*Viola, Herman J. *After Columbus: The Smithsonian Chronicle of the North American Indian.* Washington, D.C.: Smithsonian Books; New York: Orion Books, 1990. The natives' encounters with European explorers, the lost inheritance, and the struggle for rights are vividly portrayed with detailed, well-researched text and a splendid array of art prints, photographs, and portraits. Viola, a historian and curator for the Smithsonian Institution, is able to present clearly the effects of the encounters on those involved.

*The Voyages of Christopher Columbus.* LIVING HISTORY series. Edited by John D. Clare. San Diego, Calif.: Harcourt Brace Jovanovich, Gulliver Books, 1992. The color photographs of reenactments and the topical organization of the engaging text make this an essential student resource. Topics include equipping the voyage, life on board, the Taino people, the Caribs, the exploitation of the New World, each of the four voyages, mutiny, and historiography, among others.

***Voyages of Discovery: TimeFrame A.D. 1400–1500.* Alexandria, Va.: Time-Life Books, 1989. Chapter 1 in this volume tells of the Portuguese maritime endeavors in the late fifteenth and early sixteenth centuries. See also *The European Emergence: TimeFrame A.D. 1500–1600,* which discusses the Spanish conquests of Mexico and Peru.

West, Delno C., and Jean M. West. *Christopher Columbus: The Great Adventure and How We Know About It.* New York: Atheneum, 1991. The Wests combine history, biography, and historiography in a straightforward, informative account of the life and voyages of Columbus. The thoughtful presentation of historical material is drawn from primary sources. Delno West and August Kling's treatment of Columbus's *Book of Prophecies* (University of Florida Press, 1991) is also recommended.

West, E. G. *Adam Smith: The Man and His Works.* Indianapolis, Ind.: Liberty Press, 1976. This book is recommended for teachers. In his laudatory biography of this most influential economist, West not only paints an engaging portrait of the man but also places him in the historical context often ignored by other biographers. As a companion to this volume, teachers should consult *The Wisdom of Adam Smith* (listed in this bibliography).

Whittier, Mary Ann. *Tales from 1492.* Unionville, N.Y.: Trillium Press, 1992. If a computer modem or FAX machine had provided students with reports from around the world in 1492, the results might have been something like this book. A global view of one pivotal year is presented in a week-to-week, news-at-a-glance type of format. Politics, art, famous people, and events are described in a way seventh grade readers can understand. Excerpts may be used in the classroom. Although this paperback is informal in design and format, it is a well-researched and clever presentation of world history. Some fictional characters and dialogue have been invented to strengthen the verisimilitude of certain reports.

*Wilford, John Noble. *The Mysterious History of Columbus.* New York: Knopf, 1991. Described as "an exploration of the man, the myth, and the legacy," this book is especially helpful in describing the technological advances that made the voyages possible. Wilford, a scientist and journalist, offers a sober history for adult readers.

**The Wisdom of Adam Smith.* Selections made by John Haggarty. Edited by Benjamin A. Rogge. Indianapolis, Ind.: Liberty Press, 1976. Paperback or hardbound editions of this book are available. Though generally regarded as the first great economist, Smith was also a man of great philosophical and historical learning whose literary style was widely admired. The usefulness of this book is suggested by its format: Brief

passages from Smith's writings are categorized by topic. Thus, readers can get a sense of Smith's beliefs and outlooks without having to read volumes. The categorized passages are adaptable to various strategies for teaching the origins and rise of capitalism, such as independent reporting, collaborative reporting, and writing assignments. See also the entry for E. G. West, earlier in this section.

## Visual and Performing Arts Resources

Dance Through Time: Arts Education Program. Since its inception in 1977, Dance Through Time, an authority on historical dance, has vividly recreated dances of the past five centuries, basing its work on careful historical research. The group uses original period music, authentic fashions, and commentary. This educational program offers youth concerts, school assemblies, dance classes, and residency programs. Interested educators should contact Carol Teten, Artistic Director, 50 Oak Street, Suite 501, San Francisco, CA 94102, (415) 621-3627. A brochure explaining the educational program is available.

Duphly, Jacques. "Les graces," from *Pièces de claveçin* (Four compact disks). New York: Adda (Quality Imports, 2402 40th Avenue, Long Island City, New York.), n.d. Duphly (1715–1789) was cited in the sample lesson because he was an acquaintance of Rousseau's and likely performed in Parisian salons. However, any meditative music for harpsichord or a chamber piece written by Rameau, Forqueray, or their contemporaries is a satisfactory substitute.

*Dutch Masters of the Seventeenth Century.* Compact disk. Philips Interactive Media, 11111 Santa Monica Blvd., Los Angeles, CA 90025, (800) 845-7301. The Dutch masters created a remarkable chronicle of a time, a place, and a people. Through this interactive compact disk, viewers can see and study over 300 paintings by great artists, including Jan Vermeer, Frans Hals, Jan Steen, and Rembrandt van Rijn. The program is enhanced by the seventeenth-century music performed by the Amsterdam Baroque Orchestra.

*Early Exploration of the New World Postcards.* New York: Dover, n.d. The 24 vintage views of rare prints, maps, and illustrated books include a world map from the Agnese atlas of around 1543–1545; a fanciful dragon from 1599–1601; the first illustration of Mexico City published in Europe (1522), and 21 more illustrations, all with captions.

Goldsmith, Oliver. *She Stoops to Conquer.* *Enriched Classics* series. New York: Washington Square Press, Pocket Books, 1972. This delightful, classic comedy from 1773 is highly recommended for correlation with core literature of the Enlightenment era. Mistaken identity, rascality, and impish romance furnish much of the humor. Audiocassette recordings of the play are obtainable from Spoken Arts, 10100 SBF Drive, Pinellas Park, FL 34666, (800) 326-4090 (two cassettes, SAC 8047-C and 8048-C). After reading and hearing the play, students can act out selected scenes. An adaptation suitable for seventh grade performers is available from Anchorage Press, P.O. Box 8067, New Orleans, LA 70182, (504) 283-8868.

Grout, Donald Jay. *A History of Western Music* (Third edition). New York: W. W. Norton, 1980. This standard college textbook contains helpful background information for teachers. A fourth edition (1988), written by Grout and Claude V. Palisca, is also available from the same publisher. Teachers seriously researching this facet of cultural history may consult Oliver Strunk's *Source Readings in Music History* (paperback, five volumes), also published by Norton.

*The Harpsichord at the End of the Old Regime: Compositions from the Time of the French Revolution.* Compact disk. Pierre Verany, PV-789094. Harpsichordist Jean-Patrice Brosse performs Balbastre's version of "*The Marseillais*" on this recording. Verany recordings are distributed in the United States by Allegro Imports, (513) 232-4213; they may also be ordered through BOSE Express Music, (800) 451-2673.

Historical Dance. Angene Feves, director. This dance historian is a source of information on not only dance but also theater, clothing, and social customs and manners of the sixteenth through eighteenth centuries. She is available for consultation, teaching, and stage direction. Lecture demonstrations can be arranged by contacting Feves at 70 Karol Lane, Pleasant Hill, CA 94523-3505, (510) 943-1356.

*Holt Music*. Holt, Rinehart and Winston. This state-adopted textbook includes a study of *Badinerie* from Orchestra Suite in B Minor by J. S. Bach and the first movement and minuet from Symphony no. 40 in G Minor by W. A. Mozart.

Millar, Cynthia. *Bach and His World.* *GREAT MASTERS* series, *THE KINGFISHER LIBRARY*. London, U.K.: Kingfisher Books, 1980. Social and cultural history are presented in this well-illustrated book for students and adults. The tireless and prolific Bach was comparatively unknown during his lifetime, which straddled two worlds of different controlling ideas: the Reformation and the emerging Enlightenment. Another book on Bach, David Arkin's *The Twenty Children of Johann Sebastian Bach* (Ward Ritchie Press, 1968) describes the daily life of middle Europeans in some detail. This out-of-print book merits republication, but it may be found in some libraries. *The Bach Reader* (Norton, 1966) is available in paperback and contains primary source materials relating to the composer's life.

*Mozart: A Musical Biography*. Philips Interactive Media, 11111 Santa Monica Blvd., Los Angeles, CA 90025, (800) 845-7301. This interactive compact disk traces the highlights of Mozart's career through ten significant pieces of his music. Mozart's brief yet productive life is illustrated through a montage of music and image.

*Music and You*. New York: Macmillan, 1988. This state-adopted textbook includes a study of Bach's Fugue in D Minor and a minuet; *St. Anthony Chorale*, by Haydn; Concerto no. 21 in C Major for Piano and Orchestra, Movement 2, by Mozart; Sonata no. 15 in C

Major, Movement 1, by Mozart; and Symphony no. 40 in G Minor, Movement 3, by Mozart.

*Music at the Court of Louis XIV.* Videotape. Princeton, N.J.: Films for the Humanities and Sciences. This 53-minute videotape covers the court at Versailles as the culture center that established academies to rule on what was good and bad taste, proper and improper usage, and correct and incorrect classical allusion for the Sun King. The principal composers heard on this videotape include Jean-Baptiste Lully, Michel-Richard de Lalande, and François Couperin, whose music accompanied the activities of the Sun King's daily life.

*Music of Versailles.* Compact disk. Editio Classica 77145-2-RG. A glimpse of the musical culture at the French court may be obtained through these meticulous performances of compositions by d'Anglebert, Forqueray, and Marais.

Music Sources. A "Living History" Museum. This unique and lively museum houses a collection of historical musical instruments that visitors (including students) can see and touch. An extensive and varied slate of events emphasizes the Renaissance, baroque, and classical eras. The museum grounds include a garden of plants from 400 years of history. Special programs for young people are tailored to the grade or age group. Museum personnel will work with teachers in coordinating museum services with school curricula. Contact Laurette Goldberg, Director, Music Sources, at 1000 The Alameda, Berkeley, CA 94707, (510) 528-1685, for further information.

*New York Graphic Society.* Art Education Department, P.O. Box 1469, Greenwich, CT 06836. This company produces and sells art reproductions of over 2,000 works for in-class use. Included are the works of many artists from early-modern Europe, such as Leonardo da Vinci, Gerard David, Albrech Dürer, Michelangelo, Titian, Hans Holbein the Younger, Jacopo Tintoretto, Pieter Brueghel, El Greco, Peter Paul Rubens, Transitals, Diego Velázquez, Rembrandt, Jean Watteau, and Sir Joshua Reynolds.

Pinnock, Trevor, and the English Concert. *Pachelbel Canon and Gigue, et al.* Compact disk recording 415518-2 AH or cassette recording 415518-4 AH, Deutsche Grammophon. This sampler of seventeenth- and eighteenth-century music includes works by Handel, Vivaldi, Albioni, Purcell, and others. It is one of the better introductions to the music of this era. The recording is available through large record stores or through BOSE Express Music, (800) 451-2673.

Rameau, Jean-Philippe. *Suite les paladins.* Orchestra of the Age of Enlightenment, Gustav Leonhardt, director. Philips compact disk, no. 432 968-2. This recording consists of the dance music from a 1760 work of musical theater. The numbers are brief, so selected movements can be played in class. The use of horns in the final *contredanse en rondeau* suggests the courtly sport of the hunt. This is a distinguished recording of colorful and imaginative music. See also Rameau's *Pygmalion* (Editio Classica CD 77143-2-RG, performed by

Leonhardt and La Petite Band) and *Les indes galantes: symphonies* (MHA-290.1130 for CD; HMA-431130 for cassette). If unavailable from local record stores, recordings may be ordered from BOSE Music Express, (800) 451-2673.

Raynor, Henry. *A Social History of Music from the Middle Ages to Beethoven.* New York: Schocken, 1976. Raynor offers a thorough and lively account of the efforts of composers and musicians to perform a social function throughout the centuries. In 1978, Taplinger Publishing Company reissued this book and its companion, Raynor's *Music and Society Since 1815,* under one paperback cover. Though both editions are currently out of print, copies are available from university and public libraries. Superbly researched, this insightful study deals with a rarely explored topic.

Rebel, Jean-Féry. *Les elemens.* Compact disk. Christopher Hogwood and the Academy of Ancient Music. L'Oiseau-Lyre, 421656-2 OH. Imitation of nature was one of the highest aims of eighteenth-century arts. Rebel's aim was to express in music both the chaos and harmony of nature, including the elements of earth, water, fire, and air. Following the initial movements is a chain of dances. Especially recommended for seventh grade listeners are the two *tambourins,* rhythmical dances harking back to the Spanish Arabian influence in southern France.

*Rembrandt: His Art and the Music of His Era.* Philips Interactive Media, 11111 Santa Monica Blvd., Los Angeles, CA 90025, (800) 845-7301. On this interactive compact disk, students view over 80 paintings, etchings, and drawings by the greatest Dutch master. Music is performed by the Amsterdam Baroque Orchestra. Students choose from religious works, landscapes, works on historical or mythical subjects, self-portraits, and other categories to gain insights into the artist and his time.

*Sandak's Art Through the Centuries: Slide Set for Seventh Grade* (no. 928). Sandak has designed a set of 95 color slides that includes art, artifacts, and architecture that correlate to this seventh grade course model. The set includes works from ancient Greece and Rome, the Byzantine period, Islam, Sub-Saharan Africa, India, China, Japan, Medieval Europe, Renaissance Europe, the Americas, and seventeenth- and eighteenth-century Europe. Sets may be ordered from Sandak, 70 Lincoln Street, Boston, MA 02111. Slides may also be purchased individually. Telephone, (800) 343-2806 for a detailed list of the slides and ordering information.

Also available is Pack 999-18-02, *The World of Art in the Age of Columbus.* This pack of 18 slides explores the world of art around 1492. Examples of sculpture and architecture from the Americas, as well as works from the Orient, the Middle East, Africa, and Europe, illustrate the variety and vibrancy of cultures thriving in the age of Columbus. A Global Art Slide Set is available that is organized by cultures and includes Africa, the Middle East, India, China, Japan, and Latin America.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482,

(203) 426-8100. Full-color reproductions, 22" × 28" (55.9 × 71.1 centimetres), mounted on cardboard or unmounted, laminated or unlaminated, that are available from this source include the following:

- New Map of Entire World
- New Earth and Water Map of the Entire World
- *Queen Elizabeth I* by Nicholas Hilliard

Telemann, Georg Philipp. *Water Music*. Compact disk. Deutsche Grammophon (Polygram Classics, distributor), catalogue number 413788-2. Performed by the Musica Antiqua Köln (Cologne). Also known as the Overture in C and "Hamburg's Tides," this suite has several engaging movements, among them a canarie. The work should not be confused with the more famous *Water Music* by Handel, also recommended. It may be ordered through BOSE Music Express, (800) 451-2673.

*Thompson, Wendy. *Wolfgang Amadeus Mozart*. COMPOSER'S WORLD series. New York: Viking, 1991. This (and the author's *Franz Joseph Haydn*, published as a part of the same series) is a sophisticated picture book. The generous narrative is illustrated with full-color reproductions of paintings, diagrams, and sketches from Mozart's time. Youngsters gain a clearer understanding of music's importance in the court, church, home, and community life of the time. The author provides a list of the composer's important works, which can aid teachers in making selections to share with students. Thompson's works are recommended for the way in which she connects political and cultural history.

The University Prints, Winchester, MA 01890. This company offers 5 1/2" × 8" (14 × 20.3 centimetre) fully captioned prints that may be ordered loose-leaf or custom-bound in special study sets for students. Numerous examples of works by artists of this period are available. Special-topic study sets include one on Spanish civilization (Spain, the land, people, buildings, and overseas expansion); and one on Italian civilization (monuments of history and art from early Renaissance times).

*World of Music*. Lexington, Mass.: Silver Burdett, 1989. Studies of composers J. S. Bach and Mozart are included in this state-adopted textbook.

*Appendix X-1*

# *Two Extraordinary Women of the Eighteenth Century*

Emilie du Châtelet and Maria Gaetana Agnesi were two European women of the eighteenth century whose lives and achievements set them apart from most other women of their time. The following biographical sketches introduce these remarkable women who challenged the assumptions and expectations of their societies to become reknown and respected mathematicians.[1]

## Emilie du Châtelet

### 1706–1749

Toward the end of the Middle Ages, Copernicus and Kepler developed important new theories describing the motion of the planets. Not long after, Galileo, experimenting with falling bodies and projectiles on earth, made new observations about the forces acting on them. Then finally, in the seventeenth century, Isaac Newton synthesized these new ideas in the *Principia*, a major work which marks the dawn of modern science. Shortly after this, in a time historians call the Enlightenment, Emilie du Châtelet lived and worked.

Her full name was Gabrielle-Emilie Le Tonnelier de Breteuil, Marquise du Châtelet-Lomont, and she was born in France in 1706. As a beautiful, wealthy aristocrat, she might easily have lived her life immersed in the pleasure of the French salons. Instead she became an active participant in the events which were making the Enlightenment an exciting period. This was not in itself surprising, for fashionable women of the French upper classes were expected to be clever as well as attractive. However, the depth of her intellect and her original contributions to what was happening around her were unusual. This was even more exceptional at a time when, for the typical aristocratic Frenchwoman, education meant being sent to a convent at age five and being fetched out about ten years later for a suitable marriage.

Although Emilie's father described her as a homely child, her sharp mind and love for learning made her accomplishments in mathematics more possible. Emilie was unusually tall—almost five feet nine inches, an exceptional height even for men at that time. Because of her height and appearance, the family felt that Emilie would never find a husband and had best be prepared to spend her life as a spinster. So from the age of six or seven she was surrounded with unusually fine tutors and governesses. Since she was ignored by almost all her relatives, her best chance of receiving adult attention was to please her tutors. This she could do best by being a fine student. And so she was.

In an effort to cure Emilie's clumsiness her father also made her into a superb horsewoman, and it was said that she could beat most gentlemen of the court in a duel.

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[1] Both biographies are abridged and adapted from *Math Equals*, by Teri Perl, ©1978, Addison-Wesley Publishing Company, pp. 29–35 and 53–57. Used by permission.

Despite the pessimistic outlook for the young child, by her fifteenth year Emilie had suddenly matured into a surprising beauty. The foundations for her future as a scholar had already been established, however. And beauty and intelligence were to combine in Emilie to produce a fascinating person.

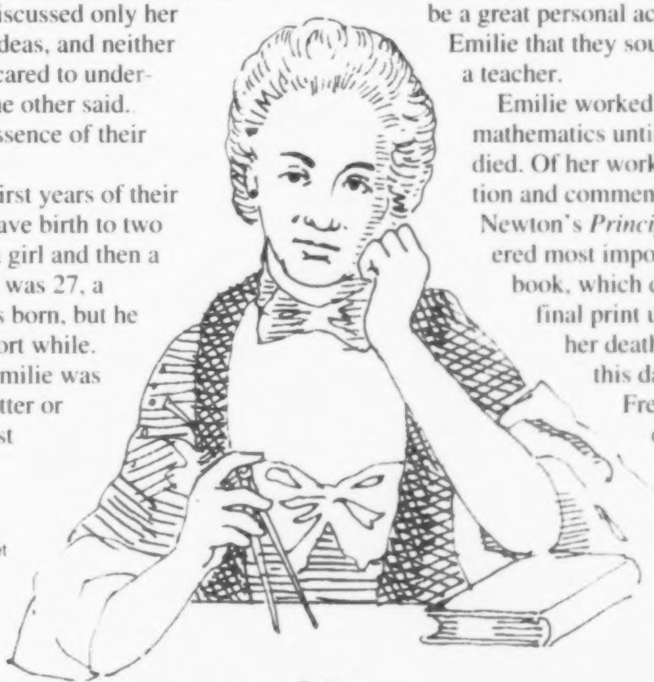
Her marriage to Marquis Florent-Claude du Châtelet-Lomont, an up-and-coming military officer, assured her of wealth, social position, and a circle of influential friends. He had an impressive background and owned a number of large estates. He was older than Emilie by some ten years and was an honest, direct, pleasure-loving man who had decided that he needed a wife because he needed an heir. It was said that during their times together, the Marquis talked about nothing but his campaigns while Emilie discussed only her philosophical ideas, and neither understood or cared to understand a word the other said. That was the essence of their marriage.

During the first years of their marriage she gave birth to two children, first a girl and then a boy. When she was 27, a second son was born, but he lived only a short while. As a mother, Emilie was probably no better or worse than most women of her class. She saw her children briefly each day, but they were raised mainly by nurses and governesses.

As Emilie progressed as a scholar, she began to publish and acquire an impressive reputation. Frederick the Great, ruler of Prussia, wrote to congratulate her on a published work. "Without wishing to flatter you," he wrote her, "I can assure you that I should never have believed your sex, usually so delightfully gifted with all the graces, capable also of such deep knowledge, minute research and solid discovery as appears in your fine work." Though some of her associates considered her to be flighty, jewel-loving, and a "show-off" in her attitudes, her friendship with Voltaire, the famous intellectual, secured for her acceptance and fame.

By 1747, young scientists and mathematicians traveled far in order to study mathematics with Emilie. It was considered to be a great personal achievement for Emilie that they sought a woman as a teacher.

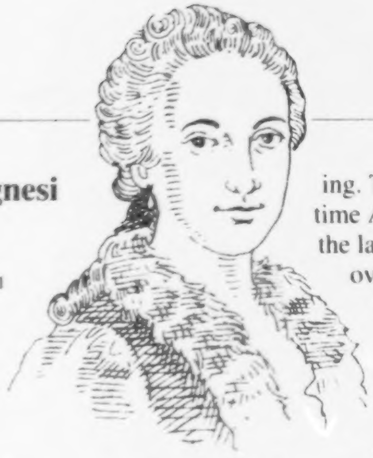
Emilie worked seriously in mathematics until the day she died. Of her works, her translation and commentaries on Newton's *Principia* are considered most important. This book, which did not appear in final print until 1759, after her death, remains to this day the only French translation of the work.



Emilie du Châtelet

## Maria Gaetana Agnesi

### 1718–1799



Maria Gaetana Agnesi

At a time when Emilie du Châtelet was twelve years old, Maria Gaetana Agnesi was born in Italy. Although born at a time and place when education was denied most women, Maria Gaetana Agnesi grew up to be an extraordinary woman, a mathematician of world renown.

In Italy and France during the eighteenth century, girls of the upper class were customarily placed in convents as five-year-olds. Education in these convents was rudimentary. Social accomplishments, dressmaking, and perhaps a bit of reading and writing were all that was taught. Some women did manage to become educated, however. If a girl was naturally gifted and her family did not prevent her, she might take advantage of tutors attached to the household as teachers for male children. This was only possible in upper-class families where tutors were employed. Though there were instances of women who were lecturers and held university professorships, these were uncommon. It was not unusual that a girl such as Maria Agnesi, who was a prodigy, was encouraged by a father who was a mathematician.

Maria was the eldest of 21 children. Pietro Agnesi, her father, was already professor of mathematics at the University of Bologna. The Agnesi family was both cultured and wealthy. It was evident very early that Maria was a gifted child. By the age of thirteen she spoke Greek, Hebrew, French, Spanish, and many other languages. Her grasp of Latin was outstanding. This was important at the time Agnesi lived, since Latin was the language used by scholars all over Europe to enable them to communicate, thereby overcoming the barriers of different languages.

As a young woman, Maria starred at gatherings in her home, where intellectuals from Italy and abroad would meet to hear her speak and to engage her in abstract mathematical and philosophical discussions. Maria could discuss many topics in many languages. During intermissions, Maria's younger sister, a gifted musician, would entertain on the harpsichord.

By the time she was twenty-one, Maria begged to withdraw from these gatherings. She had always been shy and had found them distasteful from the first. Her mother's death provided the excuses she needed. She took over management of the household, with its enormous number of children, and retired from public life.

The education of her brothers had long been one of Maria's major preoccupations. As she was raising the large family, she concentrated in the next 20 years on her own development in mathematics. One of her famous books on analysis was said to have been written as a text for one of her brothers.

Her level of concentration was said to have been extraordinarily intense, filling her sleeping hours as well as her waking ones. A story is told about the way she would sometimes solve a difficult problem. After struggling unsuccessfully with it, she would give up exhausted and go to bed. Once asleep, she would rise still asleep, go to her study, write out the complete solution, and then return to bed. The next morning she would discover the problem at her desk, completely solved.

Newton and Leibniz had recently invented calculus, a system of mathematical notation and thinking. Materials on this subject were dispersed throughout many papers in many languages. Maria hoped to bring this material together in a clear way. She succeeded so well that her book, *Analytical Institutions*, became a model of clarity. It was widely translated and used as a textbook. In dedicating her book to the Empress Maria Teresa of Austria, Agnesi wrote:

> If, at any time, there can be an excuse for the rashness of a Woman who ventures to aspire to the sublimities of a science, which knows no bounds, not even those of infinity itself, it certainly should be at this glorious period, in which a Woman reigns, and reigns with universal applause and admiration.

Agnesi retired early, at the height of her powers, from mathematics and scholarship. Her deeply religious nature led her to spend the rest of her life in the service of the poor and sick. Ultimately she became the director of a hospital for the sick and indigent.

Maria Agnesi lived to be an old woman. She died in 1799 at the age of 81. Her mathematical achievements are unquestioned, and she remains an inspiring example of accomplishment, dedication, and charity.

*Appendix X-2*

# *Excerpts from the English Bill of Rights (1689)*

The rights listed below first appeared under the title "The Declaration of Rights." They eventually were written into laws that were passed by Parliament. During the colonial era of the United States, colonists protested what they saw as British violations of several rights guaranteed in the English Bill of Rights. A number of these rights were later included in the Constitution of the United States.

> And whereas the said late king James the Second having abdicated the government and the throne being thereby vacant, His Highness the prince of Orange (whom it hath pleased Almighty God to make the glorious instrument of delivering this kingdom from popery and arbitrary power) did (by the advice of the lords spiritual and temporal and divers principal persons of the commons)[1] cause letters to be written to the lords spiritual and temporal, being Protestants; and other letters to the several countries, cities, universities, boroughs and Cinque ports[2] for the choosing of such persons to represent them, as were of right to be sent to parliament, to meet and sit at Westminster upon the two and twentieth day of January in this year one thousand six hundred eighty and eight,[3] in order to [guarantee]. . . that their religion, laws and liberties might not again be in danger of being subverted; upon which letters elections having been accordingly made.
>
> And thereupon the said lords spiritual and temporal and commons pursuant to their respective letters and elections being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties, declare:
>
> That the pretended power of suspending of laws or the execution of laws by regal authority without consent of parliament is illegal.
>
> That the pretended power of dispensing with laws or the execution of laws by regal authority as it hath been assumed and exercised of late is illegal.
>
> That the commission for erecting the late court of commissioners for ecclesiastical causes and all other commissions and courts of like nature are illegal and pernicious.
>
> That the levying money for or to the use of the crown by pretence of prerogative without grant of parliament for a longer time

Source: *Sources of the Western Tradition* (Second edition), Vol. I, *From Ancient Times to the Enlightenment*, by Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue. Boston: Houghton Mifflin, 1991, pages 384–385.

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[1] The "lords spiritual" refers to the bishops of the Church of England who sat in the House of Lords, and the "lords temporal" refers to the nobility entitled to sit in the House of Lords. The "commons" refers to the elected representatives in the House of Commons.

[2] The Cinque ports along England's southeastern coast (originally five in number) enjoyed special privileges because of their military roles in defending the coast.

[3] The year was, in fact, 1689 because until 1752 the English new year began on March 25.

or in other manner than the same is or shall be granted is illegal.

That it is the right of the subjects to petition the king and all commitments and prosecutions for such petitioning are illegal.

That the raising or keeping a standing army within the kingdom in time of peace unless it be with consent of parliament is against law.

That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law.

That election of members of parliament ought to be free.

That the freedom of speech and debates or proceedings in parliament ought not to be impeached or questioned in any court or place out of parliament.

That excessive bail ought not to be required nor excessive fines imposed nor cruel and unusual punishments inflicted.

That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders.

That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void.

And that for redress of all grievances and for the amending, strengthening and preserving of the laws parliament ought to be held frequently.

And they do claim, demand and insist upon all and singular the premises as their undoubted rights and liberties and that no declarations, judgments, doings or proceedings to the prejudice of the people in any of the said premises ought in any wise to be drawn hereafter into consequence or example.

***Appendix X-3***

# *Excerpts from the Declaration of the Rights of Man and of the Citizen (1789)*

The Declaration of the Rights of Man was intended as a preamble to a French constitution. To some extent it was imitative of the American Bill of Rights that was appended to state constitutions. The French Declaration influenced several European constitutions written during the nineteenth century. (Some text is printed in bold to aid students who refer to the Declaration in completing the culminating activity.)

> **The representatives of the French people, organized as a National Assembly**, believing that the ignorance, neglect, or contempt of the rights of man are the sole causes of public calamities and of the corruption of governments, **have determined to set forth in a solemn declaration the natural, inalienable, and sacred rights of man, in order that this declaration**, being constantly before all the members of the social body, **shall remind them** continually **of their rights and duties**; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected; and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:
>
> 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
> 2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. **These rights are liberty, property, security, and resistance to oppression**.
> 3. **The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation**.
> 4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
> 5. Law can only prohibit such actions as are hurtful to society. Nothing may be

Source: *Readings in Modern European History*, Vol. 1. Edited by James H. Robinson and Charles A. Beard. Boston: Ginn and Company, 1908, pp. 260–262.

prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all, whether it protects or punishes. **All citizens**, being **equal in the eyes of the law**, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

7. **No person shall be accused, arrested, or imprisoned, except in the cases and according to the forms prescribed by law**. Anyone soliciting, transmitting, executing, or causing to be executed, any arbitrary order, shall be punished. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.

9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's persons shall be severely repressed by law.

10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

12. The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all and not for the personal advantage of those to whom they shall be intrusted.

13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.

14. **All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution: to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes**.

15. Society has the right to require of every public agent an account of his administration.

16. A society in which the observance of the law is not assured, nor the **separation of powers** defined, has no constitution at all.

17. Since property is an inviolable and sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it, and then only on condition that the owner shall have been previously and equitably indemnified.

# *Geographic Background and Concepts: Early Modern Europe*

The impetus toward global exploration and the great scientific, technological, industrial, and economic advances of the early modern and modern world were, at least in part, the result of certain cultural and environmental characteristics of Europe. The rapid evolution of economic modernization in Europe and its global expansion of political control are rooted in the timeless European characteristics of diversity, complexity, and contentiousness. The complex terrain of Europe helped shelter ethnic and cultural groups over the millennia. The many interpenetrations of land and water helped encourage a maritime orientation and the development of sailing technology and infrastructure for long-distance contacts. The hilly terrain of Europe's many upland areas supplied most of the fossil fuel and mineral resources needed for an early start in the modern industrial economy.

Politically, Europe has long been a fragmented and diverse region. The medieval era in Europe was a time of extreme political fragmentation: Hundreds of individual cities and thousands of farming areas constituted functionally independent subareas of the European whole. Even today, Europe's 511 million inhabitants are divided into 32 nations. With less than 10 percent of the world's population of 5,420 million people, Europe has nearly 20 percent of the world's largest 150 nations.

Linguistic contrasts have also divided Europeans. The Germanic languages are used in the north, the Romance languages in the south, and the Slavic languages in the east. Religious differences, too, remain strong: The north is Protestant, the south Roman Catholic, and the east Christian Orthodox. Scholars have often observed that the lack of any single dominant culture or political entity has prevented social stagnation in Europe and encouraged the innovations that are the hallmark of Europe's dynamism.

No power has been able to replicate the Roman Empire's 500-year effort at unification of the diverse lands and peoples of Europe. One explanation that is often given for the enduring regional contrasts among the peoples of Europe is the influence of its diverse terrain—Europe is characterized by physical features that hinder unification. For example, Europe has more islands and peninsulas than any other region of the world. A significant number of Europeans live on islands; in fact, about 10 percent of the total population of the continent reside in the larger islands of Ireland, Britain, Sardinia, Corsica, Sicily, Crete, and Cyprus. There are dozens of smaller inhabited islands in the Mediterranean (especially in the Aegean Sea, the Ionian Sea, the Adriatic Sea, the Tyrrhenian Sea, and the Ligurian Sea) and in the Atlantic (north and east of Britain, in the Baltic Sea between Denmark and Sweden, and in the eastern Baltic Sea near the Gulf of Bosnia, the Gulf of Finland, and the Gulf of Riga). The many peninsulas, which create regional subdivisions, include the Scandinavian Peninsula (Norway and Sweden), the Jutland Peninsula (Denmark), Brittany, Iberia (Spain and Portugal), the Italian Peninsula, and the Balkan Peninsula (including Greece's Peloponnesus).

The following geographic concepts are especially important to this unit:

> *Population distribution*—This term refers to varying concentrations of people on the earth. It is interesting to compare the population distribution of the European nations with those of other regions. The largest nations of Europe are not giants: Germany has but 81 million people, and France, Italy, and the United Kingdom each have approximately 58 million people. Europe has no single nation as populous as China (1,166 million), India (883 million), the United States (256 million), Indonesia (185 million), Brazil (151 million), Russia (149 million), or Japan (124 million).

*Resources*—The rich mineral base of northern Europe is another factor associated with its rise in international importance. Coal resources, water power, and metal ore mines are found in great concentrations in the uplands that are adjacent to the North European Plain and north of the rugged Alpine system. In England, a leader in the Industrial Revolution, the Pennine mountain chain was the center of coal mines, water power sites, and mines of iron ore and other metals. The most sophisticated mining technology in all of Europe for the past 500 years has been in the Central European Uplands. Included in this region are at least a half dozen Central European Upland subregions where, typically, the highest mountains peaks are between 2,000' and 5,000' (600 and 1500 metres) in elevation. The most important ores from these regions include gold, silver, copper, lead, zinc, and iron.

## Some Key Place Names

| *Physical cartographic features* | *European trade routes* | *Explorers' voyages* | *Cities* |
|---|---|---|---|
| **Antarctic Circle** | **Europe-to-Asia routes, including the Spice Trade** | **Columbus** | **Edinburgh** |
| **Arctic Circle** | **Portuguese route around Africa** | **Cortés** | **London** |
| **Continents and oceans** | | **Magellan** | **Paris** |
| **Equator** | | **Pizarro** | **Philadelphia** |
| **Prime Meridian** | | | **Other intellectual centers of Europe and America** |
| **Tropics of Cancer and Capricorn** | | | |
| **World map** | | | |

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## Unit XI

# Linking Past to Present

(See page 68 of the *History–Social Science Framework.*)

**Suggested Time for the Unit: 3–5 class periods**

| **Topics in Unit XI:** | **Suggested Time:** |
|---|---|
| ■ The worldwide impact of free enterprise and the Enlightenment | 1 class period |
| ■ The impact of free enterprise and Enlightenment ideas on the young U.S. republic (a survey) | 1–2 class periods |
| ■ How the ideas of the Enlightenment affect us today; for example:<br>• Rationalism in science, technology<br>• Use of reason in solving problems<br>• Continuing ideals of human rights | 1–2 class periods |

The purpose of this unit is to connect the subjects studied throughout the year. Resources for the topics listed above may be found in resource sections of units I through X of these course models.

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*The price for 100 booklets is $30; the price for 1,000 booklets is $230. A set of one of each of the parent booklets in English is $3; a set in Spanish is also $3.

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